



Submission to the Academic Board Review Committee – Appendices and Report on the myBA Student Survey

2012 University of Queensland Bachelor of Arts Review

Faculties of Arts and of Social and Behavioural Sciences

June 2012



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Appendix 1: Committee Terms of Reference

BA Management Committee

Terms of Reference

The role of the BA Management Committee is to:

1. Implement the recommendations of the 2005 BA Review Committee;
2. Refer matters and inform the BA Board of Studies on future developments and issues;
3. Consider, on an on-going basis:
 - The structure, content and quality of the BA, in relation to the needs of the students and external stakeholders, and by reference to national and international standards;
 - The quality of the BA in relation to perceptions of peers in the Australian and international scholarly communities;
 - The destinations and graduate outcomes for those who complete the BA;
 - The quality of students entering the BA.

Membership

Chair: Executive Dean, Faculty of Arts

Members: Executive Dean, Faculty of Social and Behavioural Sciences
Associate Dean (Academic), Faculty of Arts
Associate Dean (Academic), Faculty of Social and Behavioural Sciences
Executive Officer, Faculty of Arts
Executive Officer, Faculty of Social and Behavioural Sciences
Manager, Academic Administration, Faculty of Social and Behavioural Sciences

Secretary: Senior Manager, Academic and Student Administration, Faculty of Arts¹

Frequency of Meetings

The BA Management Committee meets once per semester.²

¹ During the first half of 2012, the Secretary for the BAMC was the BA Review Project Officer, Faculty of Arts, and the Senior Manager was a regular member of the Committee.

² During the first half of 2012, the BAMC met once per fortnight.

Board of Studies for the Bachelor of Arts

Terms of Reference

The role of the Board of Studies for the Bachelor of Arts is to:

1. Consider proposals relating to course development and academic programs within the Bachelor of Arts, the Bachelor of Arts (Honours) degrees and the Diploma in Arts;
2. Recommend to the Executive Dean of the Faculty of Arts (for transmission to the Academic Board) changes to the rules governing the Bachelor of Arts, the Bachelor of Arts (Honours), the Bachelor of Arts dual degree programs and the Diploma in Arts program;
3. Advise the Executive Dean of the Faculty of Arts on the administration of the Bachelor of Arts, the Bachelor of Arts (Honours) degrees and the Diploma in Arts;
4. Advise the Executive Dean of the Faculty of Arts on the implementation of the University's internationalization plan as it relates to the Bachelor of Arts, Bachelor of Arts (Honours), the Bachelor of Arts dual degree programs and the Diploma in Arts program.

Membership

Chair: Executive Dean, Faculty of Arts

Members: Head (or nominee) of the Schools offering a major in the Bachelor of Arts degree, currently as follows:

Information Technology & Electrical Engineering
Economics
English, Media Studies and Art History
Geography, Planning and Environmental Management
History, Philosophy, Religion and Classics
Human Movement Studies
Journalism and Communication
Languages and Comparative Cultural Studies
Music
Mathematics and Physics
Political Science and International Studies
Psychology
Social Science

Convenors of all majors offered in the Bachelor of Arts

Associate Dean (Academic), Faculty of Arts

Executive Dean (or nominee) of all Faculties involved in teaching in the Bachelor of Arts or operating dual degrees with the Bachelor of Arts

Director, Aboriginal and Torres Strait Islander Studies Unit

University Librarian or nominee

2 students enrolled in the Bachelor of Arts degree, nominated by the Student Union

Secretary: Senior Manager, Academic and Student Administration, Faculty of Arts

Frequency of Meetings

The Bachelor of Arts Board of Studies meets once per semester.

Faculty of Arts Board of Studies

Terms of Reference

The role of the Faculty of Arts Board of Studies is to:

1. Consider proposals relating to the development of undergraduate programs and postgraduate coursework programs within the Faculty of Arts;
2. Consider proposals for the introduction of new undergraduate and postgraduate programs within the Faculty of Arts;
3. Recommend to the Executive Dean of the Faculty of Arts changes to the rules governing undergraduate and postgraduate award programs in the Faculty;
4. Deal, in accordance with these terms of reference, with any matters referred to it by the Executive Dean;
5. Provide regular reports to the Executive Dean and the Faculty Executive Management Committee on undergraduate and postgraduate coursework issues.

Membership

Chair: Associate Dean (Academic), Faculty of Arts

Members: Chair of each School Teaching and Learning Committee

Chair of each School Postgraduate Studies Committee

University Librarian or nominee

Associate Dean (Academic), Faculty of Social and Behavioural Sciences

External Member nominated by the Head, School of Music

One undergraduate student in the Faculty, nominated by UQ Union

One postgraduate coursework student in the Faculty, nominated by UQ Union

Secretary: Student and Academic Support Officer, Faculty of Arts

Frequency of Meetings

The Faculty of Arts Board of Studies meets once per semester.

Faculty of Arts Teaching and Learning Committee

Terms of Reference

The role of the Faculty of Arts Teaching and Learning Committee is to:

1. Develop and expand the undergraduate and postgraduate teaching and learning profile of the Faculty of Arts;
2. Consider and recommend to the Executive Dean policies and practices related to discipline-based curriculum development, teaching practices, and teaching quality assurance;
3. Ensure that the Faculty participates in the development and implementation of University policies and reports relating to teaching and learning;
4. Promote optimum learning environments and access to appropriate facilities for students;
5. Report on a regular basis to the Executive Dean, Faculty Executive Management Committee, BA Board of Studies and Faculty of Arts Board of Studies, on teaching and learning matters.

Membership

Chair: Associate Dean (Academic), Faculty of Arts

Members: Chair of each School Teaching and Learning Committee

University Librarian or nominee

One representative of the Aboriginal & Torres Strait Islander Studies Unit

One representatives of TEDI

One representative from the Equity Office

Director of Studies, Institute of Modern Languages

Director, Student Services or nominee

One undergraduate student in the Faculty, nominated by UQ Union

One postgraduate coursework student in the Faculty, nominated by UQ Union

Secretary: Student and Academic Support Officer, Faculty of Arts

Frequency of Meetings

The Faculty of Arts Teaching and Learning Committee meets three times per semester. The meetings preceding the BA Board of Studies and the Faculty of Arts Board of Studies consider submissions to those committees.

Faculty of SBS Board of Studies

Terms of Reference

The role of the Board of Studies is to provide strategic advice to the Executive Dean on current and future issues that have implications in relationship to academic programs. In particular, the Board of Studies will advise the Executive Dean on:

1. The academic profile of the faculty.
2. Proposals for the development of undergraduate and postgraduate programs in the Social and Behavioural Sciences.
3. Proposed changes to courses, programs or entry requirements for undergraduate and postgraduate programs.
4. Developments in the fields, disciplines and professions relevant to the programs monitored by the Board of Studies.
5. The establishment of task forces or program committees relating to the programs monitored by the Board of Studies.
6. The performance of existing programs via reporting of the Academic Program Review process.
7. Reports by Program Directors of Faculty programs.

Membership

Chair: Associate Dean (Academic), Faculty of SBS

Members: Heads of Schools in Faculty of SBS (*ex officio*)
Up to two representatives from Academic Program Committees (or equivalent) of each school
Program Directors of Undergraduate and Postgraduate programs (*ex officio*)
3 postgraduate student representatives (nominated by the Student Union)
3 undergraduate student representatives (nominated by the Student Union)
Associate Deans (Academic) of other faculties whose schools are involved in teaching in the Faculty's programs (or nominee)
Executive Officer (or nominee)
Library Representative
A representative from the ATSSIS Unit

Secretary: Manager, Academic Administration, Faculty of SBS

Frequency of Meetings

The Faculty of SBS Board of Studies meets twice per semester.

Faculty of SBS Teaching and Learning Committee

Terms of Reference

The role of the Teaching and Learning Committee is to provide strategic advice to the Executive Dean on all matters relating to teaching and learning within the Faculty.

1. To consider and recommend to the Executive Dean, policies and practices related to curriculum development and teaching practices.
2. To promote ways to recognise excellence in teaching and course development and to consider and review the related procedures.
3. To devise strategies to promote recognition of excellence in course design, teaching and assessment and the development of strategies to support student learning.
4. To monitor and improve the performance of the Faculty in attainment of University, national and international awards and grants for initiatives in teaching and student learning.
5. To ensure that the Faculty contributes to the development of, and facilitates the implementation of, University policies and reports relating to teaching and learning.
6. To encourage and share information on alternative and innovative modes of learning, e.g. application of technology, alternative use of space and time.
7. To continue to develop and expand the Faculty's Teaching and Learning Profile.
8. To propose activities and projects consistent with the objectives of the University's Strategic Plan and Teaching and Learning Profile.
9. To provide advice to the Executive Dean on issues or policies relating to the Teaching Quality Assessment processes and funding.
10. To develop appropriate processes and procedures for measuring program courses and student outcomes.
11. To develop ways to increase the effectiveness of teaching and learning initiatives.
12. To advise on staff development initiatives needed to support new educational initiatives.

Membership

Chair:	Associate Dean (Academic), Faculty of SBS
Deputy Chair:	appointed from members by the Executive Dean on the advice of the Teaching and Learning Committee
Members:	Representative of each School in the Faculty approved by the School Teaching and Learning Committee Faculty Educational Designer 1 representative of the UQ Ipswich programs (who may also be a School representative) 1 representative of the UQ Library 1 representative of TEDI 1 representative of the Equity Office 1 student representative for postgraduate coursework programs 1 student representative for undergraduate programs Faculty Manager, Academic Administration
Secretary:	Learning Support Officer, Faculty of SBS

Appendix 2: University of Toronto Benchmarking Data

The University of Toronto agreed to serve as our international benchmarking partner, providing us with data on load, retention and graduation rates and student/staff ratios. A phone interview with the Registrar of Innis College (Professor Donald Boere) took place on 15 April 2012.

The BA program at the University of Toronto is embedded in a generalist approach to undergraduate education. All professional degrees are postgraduate; hence, all students must undertake one of the main bachelor degree programs. Students may select majors from any subject area (for example, from Arts, Social Sciences or Science) and need not declare which bachelor program they want to graduate under (such as the BA or the BSc) until graduation. There are no dual degree options. 102 majors are offered through the BA, including many from the Social Sciences with the exception of Psychology, which is classified under Life Sciences.

The undergraduate curriculum is offered across 3 campuses with roughly 25,000 students at the downtown campus (St George) and 8,000 to 10,000 at each of the two suburban campuses (Mississauga and Scarborough). Each student is enrolled in one of 7 colleges, which provides them with an immediate community. Student to staff ratios vary across the three campuses, and the overall average in the 2010-2011 academic year was 29.6 to 1, which was higher than UQ's overall average of 20.3 to 1 in the 2010 academic year.

The University of Toronto BA is comprised of majors (6-8 courses), specialist majors (9-16 courses) and minors (4 courses). All students enrol in a four-year on-course honours program (BA Honours). Since 2001, students have been required to undertake either:

- two majors,
- one specialist major, or
- one major and two minors.

Students must also satisfy course level requirements (for example, all students must take a fourth year unit) and breadth requirements (for example, each student is required to take at least once course from another field, such as Humanities, Social Science or Science).

It is interesting to compare the University of Toronto on key issues related to our present review, in particular the first-year transition, graduate attributes, retention, work-integrated learning and internationalisation.

First Year Transition

In response to the National Survey of Student Engagement (US and Canada), which ranked the university low on student-faculty interaction, the University of Toronto embarked on a range of initiatives designed to facilitate students' transition to university. Most striking are the 'One' courses, small group (25 students) topic-based classes taught by academic staff. Since these courses count towards the staff member's regular teaching load, they represent a serious investment on the part of the university in the first year experience. Other initiatives include the Seminar 199 program, further opportunities for small group, face-to-face teaching experiences and the First-year Learning Communities, which meet every two weeks for advising, skill development, and socialising.

The University of Toronto's emphasis on the first-year experience has proved to be highly successful both as a means of improving engagement between staff and students and as a recruitment strategy, blending what is often seen as the mark of smaller elite liberal arts colleges with the benefits of a large research-intensive cosmopolitan university.

Retention

Since professional programs are postgraduate programs and students may undertake majors across different degree programs, there are no students transferring from generalist to professional programs as there are in Australian universities. First year retention rates of approximately 90% are high compared to BA at UQ. The University of Toronto is more concerned with "failure to succeed" non-completions: that is, students who exit and are not in good standing (that is, those without a passing GPA). Its commitment to curriculum renewal and the first year programs in recent years are designed to reduce non-completions from failure to succeed.

Graduate Attributes

A major curriculum review was undertaken five years ago to redefine:

1. What programs do,
2. What academic value there is to each program,
3. What they proceed to, and
4. What competencies (graduate attributes) and academic outcomes programs produce.

In regard to graduate attributes, the University of Toronto undertook to embed competencies at the program level either through stand-alone courses offered through the majors (for example, "Quantitative Reasoning in the Humanities", "Digital Text") or as modules offered within multiple courses. These are introduced in first year with follow up modules in second year. Students are tested on the skills they acquire and are not required to repeat the same module in multiple courses.

Work Integrated Learning

The University of Toronto provides students with a range of opportunities for experiential learning. Some fourth year courses include a practicum or an opportunity for students to apply their knowledge to a current issue. The University also sponsors an extensive internship program, which places students with an employer and provides substantial professional development in preparation for the placement. An internship is equivalent in credit to a regular course: by comparison, some internships in BA programs at other Go8 universities (such as the University of Adelaide) are equivalent to 2 standard courses. As part of the internship, students participate in a poster competition and complete a project which has both academic value and use value for the employer involved.

Internationalisation

Toronto is a very multi-cultural, multi-lingual city (for example, public signs are frequently multi-lingual.) The University of Toronto facilitates the international mobility of its students through semestral study abroad and exchange programs, as well as the Summer Abroad. In addition, some courses have international modules (such as a week with the professor on tour or in the field). An arrangement with the National University of Singapore allows students to undertake minors at either institution, and 100 to 200 students per year take courses for credit at Hong Kong University.

Results from the NSSE (National Survey of Student Engagement) 2011 Survey The Faculty of Arts & Science, University of Toronto

Q12. Overall, how would you evaluate the quality of academic advising you have received at your institution?

	Excellent	Good	Fair	Poor
First Year	22.6%	47.2%	24.4%	5.8%
Senior Year	19.7%	40.6%	27.4%	12.3%

Q13. How would you evaluate your entire educational experience at this institution?

	Excellent	Good	Fair	Poor
First Year	28.4%	46.2%	19.8%	5.6%
Senior Year	24.2%	44.3%	23.7%	7.7%

Q14. If you could start over again, would you go to the same institution you are now attending?

	Definitely yes	Probably yes	Probably no	Definitely no
First Year	40.8%	41.3%	13.7%	4.2%
Senior Year	29.8%	36.5%	21.7%	12.0%

Fall 2010 Student to Faculty Ratio, Tri-Campus, Arts & Science

Fall 2010 degree-seeking FTE enrolment as per the 2010-11 Performance Indicators report. Excludes students in certificate and diploma programs, the Transitional Year Program, residents in health professional programs, students in the Toronto School of Theology, visitors and other special students. Faculty FTE as per the 2010 HR Annual Report, including faculty with tenure stream and teaching stream appointments of 25% or greater in Fall 2010, excluding clinicians. Research Fellows and Teaching Assistants are excluded.

FALL 2010 FACULTY TO STUDENT RATIO	St. George	UTM	UTSc	Tri- Campus
TOTAL STUDENT FTE TO TOTAL FACULTY FTE	27.3	35.6	30.9	29.6

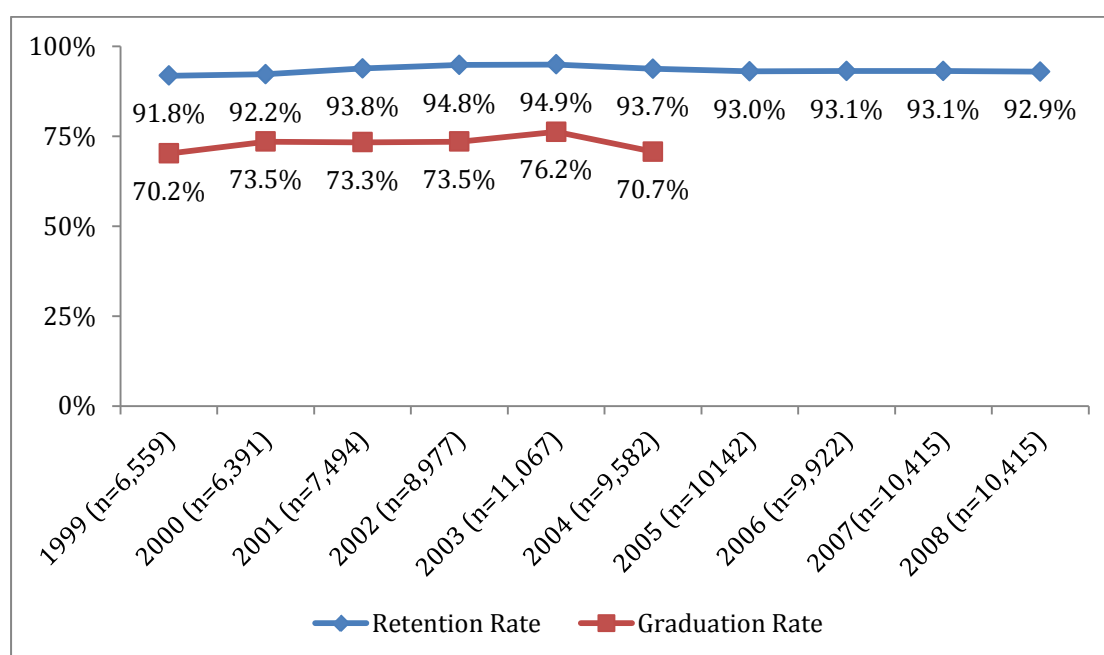
FALL 2010 ARTS & SCIENCE STUDENT FTE			St. George	UTM	UTSc	Tri- Campus
Doctoral Program	PHD	Doctor of Philosophy	2,242	25	102	2,469
Masters - Doctoral Stream	MA	Master of Arts	42	15	0	557
	MSC	Master of Science	263	40	34	337
	MASC	Master of Applied Science	4	0	0	4
Masters - Professional Stream	MBT	Master of Biotechnology	0	68	0	68
	MESC	Master of Environmental Science	0	0	53	53
	MFE	Master of Financial Economics	42	0	0	42
	MGA	Master of Global Affairs	33	0	0	33
	MIRHR	Master of Ind. Rel. & Hum. Rel.	50	0	0	50
	MMI	Master of Management Innovation	0	22	0	22
	MMF	Master of Mathematical Finance	30	0	0	30
	MMPA	Master of Mgmt and Prof Accounting	0	149	0	149
	MPP	Master of Public Policy	78	0	0	78
	MSCAC	Master of Science in Applied Computing	6	0	0	6
	MSCB	Master of Science in Biomedical Communication	0	32	0	32
	MSPL	Master of Science in Planning	55	0	0	55
	MUDS	Master of Urban Design Studies	2	0	0	2
	MVS	Master of Visual Studies	15	0	0	15
Subtotal, Graduate Degrees			3,362	452	188	4,002

FALL 2010 ARTS & SCIENCE STUDENT FTE (Contd.)			St. George	UTM	UTSc	Tri-Campus
Undergrad Degree	HBA	Bachelor of Arts(Hon.)	7,489	2,771	3,272	13,532
	HBSC	Bachelor of Science(Hon.)	6,007	2,258	3,643	11,908
	BCOM	Bachelor of Commerce	1,522	804	1	2,326
	BBA	Bachelor of Business Administration	0	167	1,463	1,630
	HBA/BED	Bachelor of Arts(Hon.)/Bachelor of Education	115	143	69	327
	HBSC/BED	Bachelor of Science(Hon.)/Bachelor of Education	22	171	83	276
	BA	Bachelor of Arts(3-year,phasingout)	55	20	9	84
	BSC	Bachelor of Science(3-year,phasingout)	12	7	4	23
	Year1	Arts	2,952	1,089	0	4,041
	Year1	Sciences	1,944	905	0	2,849
	Year1	Social Sciences	973	873	0	1,846
	Adjustment: BCom courses in the Rotman School of Management		(1,065)	0	0	(1,065)
	Adjustment: BEd courses in the Ont Inst for Studies in Education		(30)	(36)	(22)	(88)
Subtotal, Undergraduate Degrees			19,996	9,170	8,522	37,688
TOTAL STUDENT FTE			23,358	9,621	8,711	41,690

FALL 2010 ARTS & SCIENCE FACULTY FTE	St. George	UTM	UTSc	Tri-Campus
Tenure Stream Prof.	711	209	184	1,103
Non-Tenure Stream Prof.	40	13	20	73
Teaching Stream	105	48	78	231
TOTAL FACULTY FTE	855	270	282	1,408

University of Toronto Retention Rate (1999 to 2008 cohort) and Six Year First-Time Graduation Rate (1999 to 2004 cohort)

The top line in the chart below indicates the change over time in the retention rate, which is the proportion of first-time full-time first year registrants in direct entry programs continuing to the following year. The bottom line indicates the change over time in the graduation rate, which is the proportion of first-time, full-time registrants of a 4-year program graduating by the end of their sixth year. Students registered in three-year programs have been excluded, and students who continue to an undergraduate professional program are included.



Cohort Year	Graduated by Year 6	Continuing Year 7	Not Retained
1999	70.2%	4.0%	25.8%
2000	73.5%	3.8%	22.7%
2001	73.3%	4.3%	22.4%
2002	73.5%	4.2%	22.3%
2003	76.2%	3.9%	19.9%
2004	70.7%	5.5%	23.8%

Appendix 3: Questions for Major Convenors

General questions

1. Does your major have a vocational stream? If yes, please describe.
2. Is the major a feeder for specific PG coursework programs? (Please list.)
3. Do you believe that your major provides students with the breadth and depth of disciplinary knowledge that graduates in your discipline ought to have?
4. If your major has an Honours program, are there mechanisms at the discipline and school level for recruiting students into the program?
5. Does your major include specialist modules or courses devoted to delivering the graduate attributes? Has your discipline developed discipline specific graduate attributes? (Please list.)
6. Briefly describe how student advising about the major occurs in your discipline?
7. What careers do you advise students are possible on the basis of the knowledge and skills acquired through your major?

Management of the Major

8. Can you identify the student/staff ratios for your discipline?
9. Does your discipline experience any difficulties servicing the major or extended major? Describe any workload pressures in your discipline.
10. Is your major delivering the core courses for your discipline? List any that you believe ought to be provided that aren't currently and the reason why they aren't offered.

Engagement

11. Does your discipline maintain contact with alumni? If so, how and to what extent?
12. What engagement activities are promoted through your discipline? (Possible examples include but are not limited to Continuing Professional Development (CPD) courses, outreach programs to secondary schools, public seminars, workshops or events.)
13. Do you offer an internship program? Please describe.
14. What, if any, international opportunities do students have through taking your major?

Strategic directions

15. If applicable, what, if any, changes would you like to see happen to the honours program attached to your major?
16. How many 3000 level courses are required for your extended major? Does that need to be adjusted?
17. Are the number of gateways satisfactory for your major?
18. Are there any structural changes to the BA which you and your colleagues would like to see happen? Why?
19. What is the strategic value of your major and how might we capitalise on it further?

Appendix 4: BA Graduate Attributes

University-wide generic graduate attributes are mapped to and given specific content in each of the majors offered in the BA. These are:

In-depth knowledge & skills in the field of study

- A comprehensive and well-founded knowledge in the field of study.
- An understanding of how other disciplines relate to the field of study.
- An international perspective on the field of study.

Effective Communication

- The ability to collect, analyse and organise information and ideas and to convey those ideas clearly and fluently, in both written and spoken forms.
- The ability to interact effectively with others in order to work towards a common outcome.
- The ability to select and use the appropriate level, style and means of communication.
- The ability to engage effectively and appropriately with information and communication technologies.

Independence and Creativity

- The ability to work and learn independently.
- The ability to generate ideas and adapt innovatively to changing environments.
- The ability to identify problems, create solutions, innovate and improve current practices.

Critical Judgement

- The ability to define and analyse problems
- The ability to apply critical reasoning to issues through independent thought and informed judgement
- The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions.

Ethical and Social Understanding

- An understanding of social and civic responsibility
- An appreciation of the philosophical and social contexts of a discipline
- A knowledge and respect of ethics and ethical standards in relation to a major area of study.
- A knowledge of other cultures and times and an appreciation of cultural diversity.

Appendix 5: Faculty of Arts Student Administration Report, BA and BA Dual Programs, Semester 1, 2012

Orientation Sessions & Activities

In line with University recommendations from the Orientation and Transition Review Discussion Paper, the Faculty of Arts reviewed and adjusted the orientation program for the 2012 commencing cohort. Recommendations included providing more information sessions prior to Orientation week in order to provide timely information at an early stage and to allow Orientation Week to focus on socialisation and cohort building.

The student administrative team in the Faculty of Arts conducted 5 **“Enrolment Seminars for New BA Students”** at the St Lucia Campus prior to Orientation Week and 3 sessions during Orientation Week. These sessions were arranged to coincide with the major offer rounds and to accommodate the demand during Orientation Week – approximately 800 commencing students attended these sessions. The most popular session was on Wednesday 22 February with approximately 300 students presenting. For the first time in 2012 these sessions were recorded using Echo360 and made available on the Faculty of Arts website. This was a highly successful initiative and we received a very positive response from students who were able to view the information online if they were unable to attend in person and/or were able to review the information after the session.

The official welcome and information session for the **BA (Ipswich)** cohort was conducted on Tuesday 21 February and was attended by 110 students. Staff members from the Faculty of Arts, the Ipswich Library, Ipswich Student Centre and Student Services contributed to the session.

Two sessions of **“The Bachelor of Arts and Your Future”** were conducted at St Lucia on Tuesday 21 February and Wednesday 22 February by Dr Dominic Hyde, Associate Dean, Academic, (Acting) Faculty of Arts. These sessions were very popular with approximately 600 students attending.

All sessions included power point presentations that linked online to useful sites for students – mySI-net, myAdvisor and the Faculty of Arts web page among others.

The BA First Year Community website continues to grow and develop and staff members involved in development and management of the website were recipients of the UQ Award for Programs that Enhance Learning in 2010. The website has been nominated by UQ for a national Teaching and Learning Award in 2012. The growth of participation from the Dean’s List bloggers has been particularly rewarding – participation has increased from half a dozen in the first year of the initiative to over 100 in 2012. The bloggers have demonstrated enthusiasm, commitment, engagement and their participation has been invaluable not only to the BA cohort, but also has proven personally satisfying to the participating bloggers themselves.

The **BA@UQ Facebook** site continues as a useful tool and has successfully tapped into a communication medium that is popular among young people which has a social as well as an academic focus; the bloggers have been sharing useful insights into all university experience. The BA@UQ is approaching the 1500 membership mark. Members include current, prospective and past students, academic and general staff and friends of the BA. The site serves as a portal to other student and academic Facebook communities at UQ; is a convenient online avenue for advertising events; and is another means to link students with each other, with staff and with resources and information.

Bachelor of Arts Course Selection Day

As foreshadowed in the 2011 report, it was agreed that the usefulness of the BA Course Selection Day had passed. The form of the event had been established at a time prior to course information being available in detail in an online form. Feedback from staff and students had confirmed general confusion as to the usefulness of the day, including acknowledgment that students had, for the most part, already enrolled in courses several weeks prior to the scheduling of the event. Resources were redirected into enhancing and increasing frequency of smaller sessions.

Academic Advising Sessions

The St Lucia Faculty Office ran a “Drop-in” advising service for students from Orientation week until the end of the first week of classes. The Student Administration team provided one-on-one advising appointments to around 350 students during this 2 week period. The majority of drop-ins continue to be from single BA students. Approximately 60% of the appointments were single BA students; 20% dual program students and the remaining percentage, undergraduate and postgraduate programs administered by the Faculty of Arts. Of the dual program students the majority were enrolled in BA/LLB, BA/BEd, BJ/BA and BSc/BA. These figures ally closely with the breakdown from the 2011 cohort.

Outside of these orientation drop-in sessions the faculty offers individual academic advising appointments to students between the hours of 9am and 4.30pm. These are booked for 30 minutes and provide personalised advice on BA and dual degree program structure including information on course selection, requirements for majors, completion requirements, exchange studies, transfer credit processes and program transfer pathways.

From the beginning of January until mid-March, arts@uq.edu.au received a daily average of 60 emails and the general enquiries number received up to 70 telephone calls per day.

Future activities

The team continues to review their processing and advising practices with a view to streamlining and improving systems and outcomes. Future projects include increasing and enhancing online materials; including further use of Echo360 for recording important sessions such as the seminar for warned students; interactive advising tools and the development of a faculty twitter account which will have an emphasis on social networking and event advertising.

Appendix 6: Criteria for Testing the Sustainability of a BA Major

1. Staff resources are sufficient

Here is a thought experiment: imagine you have to sustain the major with the staff currently available in the discipline over a three year period. What is the minimum number of courses you would have to offer to allow students to progress through the major? Could you supply the minimum without relying on casual funding and taking into consideration staff leaves? Work backwards now – how much would you need just to offer the minimum number of courses?

2. Student load as a criterion of success

Does the major “pay for itself” in terms of student load? If not, how much cross-subsidization is being relied upon? What is the threshold below which cross-subsidization is no longer justified?

3. Academic coherence and structural integrity

Is the major providing students with the core training in the discipline that prepares them for higher level work in the discipline? Are the offerings coherent, integrated horizontally and vertically? If there are interdisciplinary offerings, is their availability ensured and is their integration with other courses in the major effectively demonstrated to students?

4. Student advising and first year student support

Are there sufficient resources to ensure a high level of student-staff interaction in the first year of study, and of discipline-focussed advising for all years of study?

5. Fit with research profiles and strengths

Are the courses in the major a good match with the interests of the staff in the discipline?

6. Strategic factors

Is there a high level of community engagement? What are the possibilities for international engagement, both in the short term and the long term? Is there an outreach program accompanying the major? Does it support a regional or national priority, or make a contribution to important social issues?

Appendix 7: Research Masters Discussion Papers

UQ BA-MA Model (2011)

Honours enrolments by BA students are declining (as they are for other degrees here and elsewhere, of course).³ In the case of the UQ BA this may be partly a function of the increasing percentage of dual-degree students, especially since these more highly-performed students might otherwise be interested in honours, but do not need it in order to distinguish themselves from other three-year degree graduates.

	2006	2007	2008	2009	2010
Hons grads	152	163	155	124	129
% of duals, commencing	28.68	31.29	35.39	41.14	49.68

It is also partly a function, I think, of the perception that adding an honours year does not really matter, even for single-degree students, in terms of employability. Where there *is* value in honours, independently of access to RHD programs, as in Archaeology, Economics, and Psychology, enrolments are buoyant. It is noteworthy too that our “alternative fourth year”, the Dip Arts (Exec), has failed to attract students so far.

Another factor is the drive for increasing coursework postgraduate numbers, identified as a University-wide strategic initiative. Another important factor is the development, largely by the EAIT Faculty, of a new model of articulation or combination, in their proposed BE-ME program. Similar developments elsewhere, for example Macquarie, have been inspired by broadly interpreted Bologna Model principles (3+2+3), but also reflect the realities of the existing and likely near-term future funding models, where coursework postgraduate study is fee-eligible and the honours year is not.

In this context, it is timely to consider how to re-think Honours in relation to the BA. Indeed, after discussion at Faculty of Arts Teaching and Learning Committee meetings, we offer, for further discussion, a new paradigm. It is AQF-compatible, offers able school-leavers direct entry to a pathway program incorporating a Masters component, and builds extra value into both the undergraduate and postgraduate components.

³ This discussion paper was written early in 2011, before data was available indicating an upwards trend nationally (in 2010) and at UQ (in 2011).

Here are the essentials, in outline, of the proposed BA/MA combined degree.

1. 72 unit (equivalent 4.5 years full-time) combined degree program, BA/MA.⁴
2. Direct entry into the program, with a separate QTAC code.
3. Competitive cut-off for admissions—OP 5 and above.
4. Badged testamur – e.g. BA/MA (Linguistics) if possible.
5. On-course honours, associated with the MA component.
6. Variable-weight thesis courses for the MA component, with provision for an 8 unit thesis to ensure eligibility for RHD candidature.
7. Third-year entry pathway from the BA (or a dual incorporating the BA).
8. Sustained high GPA for continuation in the program.
9. Exit pathway to the BA (and therefore full compatibility of the rules for the BA component with the rules for the BA proper).
10. Use of overloading and summer semester enrolments to shorten the calendar time in candidature.
11. Use of work-integrated learning (internships, placements) in both undergraduate and postgraduate programs, with reflective journaling articulating the experiential learning to the academic program.
12. Use of international study opportunities (including summer semester short-stay overseas study and experiential learning) in both undergraduate and postgraduate components.
13. Program-wide core courses for the MA component, including, as options worthy of further discussion, 2 unit courses, team-taught with staff from various Schools, on:
 - Being a Scholar in the Humanities;
 - Methods and Theories in Textual and Studies;
 - Methods and Theories in Historical Studies;
 - Methods and Theories in Analytic Studies;
 - Methods and Theories in Cultural Studies.
14. One or more of these courses could be required for all students in the MA component. One or more could be offered as summer or winter semester courses to help facilitate the reduction of time in candidature.
15. Other courses for the MA component would be based, initially, on existing honours courses, but a concurrent curriculum renewal for courses at this level would explore, aside from those flagged at 13, options for School-wide or cross-disciplinary teaching that would consolidate students into pedagogically more effective classes and, in conjunction with the potentially large-enrolment “core” courses, would reduce staff workload in relation to level 6 and 7 teaching.
16. Each commencing student would be assigned an academic mentor with whom they would meet at least once per semester.

⁴ The updated AQF guidelines released in July 2011 may affect this total, as they specify that the volume of learning in a Research Masters degree is 1.5 years after a Bachelors degree or 1 year after Honours, plus an additional 0.5 years if the Masters is in a different discipline to the previous qualification.

It is important to note that about 30% of all commencing BA (single degree) students are in the OP 1-5 range. Our hypotheses are that:

- a) students in this cohort would be more attracted to the BA/MA than to the BA proper (even with the prospect of honours in view);
- b) their parents would typically be more approving of the BA/MA than of the BA as a single degree; and
- c) that direct enrolment in the BA/MA would make it more likely, notwithstanding point 9 above, that students would be “pre-committed” to the MA component, and more likely than they are, under current arrangements, to add an honours year at the end of a three-year program.

The Future of Pre-PhD Education for Australia in a Global and Evolving World of Education

Maxwell L. King, Pro Vice-Chancellor (Research & Research Training), Monash University, May 2012

Introduction: What is broken with our current system

Australia's current preferred pathway through to the PhD typically involves a three-year Bachelors degree, followed by a one-year Honours degree then 3 to 3.5 years of scholarship support for the PhD. Note that this has an implied total study time of 7 to 7.5 years. In contrast, much of the rest of the world follows (or is moving towards) the Bologna protocol which involves a three-year Bachelors degree, followed by a two-year Masters degree and then a three-year PhD – a total of eight years of study. It is very unusual not to enter the PhD from a Masters degree.

A close look at a typical Honours program reveals a very short and efficient introduction to research. Usually the program starts in late February and, because of scholarship selection considerations, must be completed in early November. At most a nine-month program that is possibly too efficient. There is generally some coursework on research methodology and perhaps also some advanced coursework. An important component is an extended research project which is written up as a mini-thesis for examination.

The latter is typically the student's first introduction to research and for many can be a defining experience – it can help the student decide whether research is for them, and us decide whether they are worthy of a scholarship.

I acknowledge that in some disciplines such as economics, an Honours degree is regarded as the minimum entry qualification into the related profession. It therefore has a very useful and important role in those disciplines. My concern is with its use as a pathway into the PhD.

My experience is that more and more, this preparation for entry into the PhD is being considered inadequate, with the typical response to this problem being to introduce coursework, either of a formal or informal nature, into the PhD. Given the rapid expansion of knowledge in the last two to three decades, I really wonder if a three-year Bachelors degree plus one or two fourth-year coursework units covers enough of our current knowledge base to equip our students for cutting-edge research. A consequence of this current push to make up for the inadequacies in pre-PhD training by adding coursework is that the PhD is becoming a longer degree. A much better solution would be to include a good part of this coursework in the pre-PhD degree.

Then there is the issue of Honours not being globally recognised. As education becomes more globalised, more students will complete parts of their education in different countries – perhaps a Bachelors degree in their home country, a pre-PhD Masters degree in a second country and a PhD in a third country. This trend is evident in Australia with an increasing proportion of our PhD students being international students. In attracting new international students it is difficult to explain our entry requirements and our scholarship eligibility requirements given they are often couched in terms of Honours degree outcomes. The other part of this equation involves Australian students not having their Honours degree recognised as sufficient for entry into a PhD.

Advice Monash University has received from Europe is that Honours should be treated as a Bologna Cycle 1 degree (Bachelors) when it clearly has characteristics of a Cycle 2 degree (Masters). Also, members of the Rhodes Trust have recently expressed concerns about having to fund an extra year for Masters study for Australian Honours graduates who win Rhodes Scholarships to do a doctorate at Oxford. Clearly the current system is failing our brightest and best students.

A related issue involves international aid/scholarship bodies that are willing to place students, who they wish to sponsor through a PhD, into a qualifying Masters degree prior to entry but not a Bachelors degree.

Finally there is the issue of costs. Although it is funded in the same way as other Bachelor degree years, the Honours year is expensive to run. Having a student go through the research component is typically more expensive than having a PhD student for the same period. This is because Honours students, being new to research, need more supervision and are less efficient in the lab – having a greater chance of breaking things or needing to repeat some element of an experiment.

Some Recent Changes

The introduction of the new Australian Qualifications Framework (AQF) has changed what a Masters (Research) degree is. The old AQF stated it was “entered from a Bachelor Honours Degree or Masters preliminary year, a research-based Graduate Diploma or equivalent research experience”. The new AQF is silent on entry requirements. The closest one gets is in the volume of learning statement:

The volume of learning of a Masters Degree (Research) is typically 1 – 2 years; in the same discipline 1½ years following a level 7 qualification or 1 year following a level 8 qualification; in a different discipline 2 years following a level 7 qualification or 1½ years following a level 8 qualification.

Note that in the AQF, level 7 is a Bachelors degree and level 8 is a Bachelors degree with an extra Honours year (or equivalent).

It does seem that we have the possibility of greater variety in the Research Masters degree space. As well as the traditional two-year thesis-only Masters entered from an Honours degree in the discipline, we can now have an 18 month degree following a 3 year Bachelors degree in the same discipline. It would be rather like an Honours degree with an extended honours project running over 12 months.

This could well be a change for a better system. But is it the best system for our brightest and best students? If universities want to fund these places from the Research Training Scheme (RTS), then the Masters degree needs to be a Research Masters with the requirement of 67% research. I would argue that this might not be desirable for three reasons. First, it would be better to have more room for coursework given the need for more high-level coursework in the PhD. Second, given the RTS is a fixed pool of funding, suddenly having all pre-PhD students in RTS places would diminish considerably the places for local PhD students. Third, because of the need to use the academic results of this degree for the purpose of awarding scholarships, it may be better to have an Honours-like examination process for the research component. However, it does seem to be an option that has been taken up by Macquarie University who have announced that in 2013, the Honours degree pathway to the PhD will be replaced by a two-year Master of Research degree. The first year of this degree is funded by Commonwealth Support Places and the second year by RTS funding.

Under the current RTS funding arrangement, the 50% completions component of the RTS formula causes the funding model for the Macquarie degree to be unsustainable. To understand this point, it is worth noting that a typical return for four years of RTS funding on an HDR place is a 70% chance of a PhD completion. If completions from this Masters degree are included in the RTS, then Macquarie will get an excellent return for four years of RTS funding – a 90% chance of a Masters completion worth half a PhD completion and a 70% chance of a PhD completion. This will mean other universities will be net losers unless they follow suit, in which case we all end up moving to this model. On the other hand, if the completions from this degree are not counted, then in the longer run Macquarie could start to lose RTS funding, making this model unsustainable for them.

A Way Forward

What is needed is a newly designed pathway degree with the title Masters. It would need to be entered from a Bachelors degree in the discipline and based on the AQF and the coursework pressures discussed above, and would need to be of at least 1.5 or 2 years duration.

Consideration needs to be given to a minimum research component. My recommendation would be at least one semester in duration to allow flexibility between disciplines. This degree would have the potential to lessen the coursework pressure on the PhD and hence help shorten the PhD of the future. I also would expect that students coming through this new pathway would be better trained and hopefully would complete their PhD in a shorter time. In effect we could well move to the 3-2-3 Bologna protocol and thus be more compatible with European universities. Furthermore such a degree would be a very worthwhile qualification in its own right.

How this new degree is funded is really the main issue stopping its further development. The present funding climate means that cost neutrality is very important. Currently both the Commonwealth Government and the student make contributions to the funding of the Honours year. Could this funding be put on the table together with a fraction of current RTS funding to make a viable funding pool? The degree therefore would require a student contribution, but it would be (and should be) a reduced contribution from that for a Bachelors degree. Ideally it should be at least less than half the Bachelors contribution on the grounds that there is considerable public good resulting from our brightest and best students going on to research degrees (which have no student contribution). I would argue that somewhere in the range of 10-15% of current RTS funding could be put into this degree. Obviously careful modelling is needed to work out the exact amounts. Funding for these degrees might be allocated according to a similar formula to the RTS with completions of these degrees being an important driver.

Because a number of universities may wish to retain some honours places for disciplines in which honours plays an important role as a professional qualification, we will need to find a way to allow that to happen. When the RTS was first introduced, each university was given a choice that allowed them to convert some existing HDR places to undergraduate places. A similar approach could be used here. Each university could be asked how many honours places it wishes to give up in return for places in this new Masters degree.

It is interesting to note that the new Macquarie degree allows an exit after one year with a Bachelor of Philosophy (BPhil) degree. I would argue that this should not be allowed in the new degree because it might encourage a back-door way of gaining a second Bachelors degree using funding devoted to a research degree pathway. The use of an RTS-like formula (with a strong completions component) for the allocation of this funding would also discourage such practices.

It does seem possible that with some rearrangement of existing funding sources we could design and fund a new type of pre-PhD Masters degree that better serves us all.

If we don't, I believe we will be failing Australia's future best and brightest students. They deserve better than our current system delivers.

Appendix 8: BA Honours Models Discussion Papers

On-Course Honours Model

The current BA Honours program is a postgraduate Honours year (4th year) following a 3-year BA program. The following is a model for a more flexible Honours program, with the intention of addressing areas of concern that affect (to varying extents) the 32 fields in the BA Honours program, such as:

- The impact of small Honours cohorts on student experience;
- Retaining more BA students for Honours and losing fewer at graduation;
- Reducing staff workloads in resourcing honours; and
- The stress on students of all Honours workload occurring within 1 calendar year.

The proposal is that the existing 3 year BA plus 4th year BA Honours program has a parallel 4 year “on course” BA Honours program that students could select through QTAC. The entry OP would be restricted (OP 1-5), and the program would allow transfer to and from the 3 year BA program: students transferring into the “on course” BA Honours program would have to meet appropriate entry level requirements (i.e. academic performance that gives us confidence they would meet the criteria for entry into the stand-alone Honours year if they stayed in the 3 year BA). Similarly, students in the “on-course” BA Honours program would have to maintain the requisite GPA in order to stay in the program, or transfer to the 3 year BA program.

Where it is feasible or preferable, students in the “on course” BA Honours program can complete units towards Honours in their second and third years, depending on the structure of Honours in their field. These units could be “honours credits” taken in conjunction with other courses through specialised assessment tasks and/or participation in a designated honours tutorial (e.g., designed to hone certain skills or knowledge of the discipline and its principal methodologies), internships, field placements or special projects. If appropriate, the “honours credits” could also comprise stand-alone courses (such as research methods courses) that were part of the 4th year Honours program, but are academically appropriate for high-performing students to complete earlier in their studies.

Honours credits must be undertaken in the discipline in which the student intends to undertake honours (or disciplines if joint Honours is a prospect). Individual students could not progress to the 4th year of “on course” Honours if they did not meet the entry requirements (including satisfactory GPA) for Honours.

Year	BA credits	Honours credits
First year	16 units	0 units
Second year	Minimum of 14 units	Maximum of 2 units
Third year	Minimum of 14 units	Maximum of 2 units
Fourth year	Maximum of 4 units	Minimum of 12 units (for example, 4-unit seminar, 8-unit research project)
TOTAL	48 units	16 units

Potential Advantages

- Honours workload can be distributed throughout the four years of study consistent with the idea of improving the preparedness of students for honours and easing the transition into honours level work.
- High-performing students can identify as “BA Honours” students early in the BA.
- Students already completing honours credits throughout their BA are likely to be invested in honours and so continue through the honours year.
- Students will have more opportunities for vocationally oriented applications of their disciplinary knowledge.
- If the option of shifting 4 units of honours work to on-course units is taken, this will reduce the workload for staff involved in Honours on the assumption that managing 4 units of on-course credits is less demanding than mounting 4 units of designated honours courses in the fourth year.
- Shifting Honours work into earlier years of the BA may increase the cohorts undertaking those courses. For example, an Honours credits course offered every 2 years would pick up students from the 2nd and 3rd year cohorts, as well as any 4th students completing the course as part of a postgraduate Honours year.

The 4th year BA Honours program would continue to exist to cater for Honours students who come from outside UQ (approximately 20% of our current cohort). We also expect there will always be some UQ students who decide at the end of their UQ BA that they want to do BA Honours.

Honours fields that choose to keep the 16-unit 4th year Honours program within the “on course” BA Honours model could do so if it was academically appropriate. Doing so would forego many of the benefits for students and staff of introducing the “on course” BA Honours option, such as cohort building and workload shifting.

BA Advanced Model

The current UQ BA is a three-year program with an OP cut-off of 10, and the median OP is 7 (rank 91), which is among the highest in BA programs across Australia.

- There is a question how well the existing BA addresses the needs and aspirations of the most talented students.
- One theme emerging from the recent BA Student Survey suggests that many students are not finding the program challenging enough.
- Another factor to consider is that the BA honours cohort is declining relative to growth in the BA cohort.
- With other Australian universities offering accelerated BA Advanced programs (with completion of a BA and Honours possible within 3 years), there is also a question how competitive we will remain for high-performing students, particularly those among the international student cohort.

These factors suggest the need for an enhanced program of study in Arts, incorporating a significant research focus through to and including honours. The proposed BA Advanced would be more structured than the BA, incorporate explicit development of the graduate attributes, and provide students in the program with the opportunity to identify as a cohort through to completion.

The BA Advanced would not be available as a dual degree. Honours as a fourth year postgraduate degree would still be available for students transitioning into Honours from a BA at UQ or from elsewhere. The BA Advanced would be listed as an entry level program through QTAC but students may also transition from a BA into the BA Advanced if they satisfy the GPA requirement. Students who do not maintain the GPA requirement will be transferred to the BA.

Structure of the BA Advanced:

OP cut-off: 3

Requirement for remaining in the program: GPA of 5 or above.

Year	elective BA credits	compulsory BA credits	Advanced credits
First year	10 units	4 units	2 units
Second year	8 units	4 units	4 units
Third year	12 units	0 units	4 units
Fourth year	4 units	0 units	12 units
TOTAL	34 units	8 units	22 units

First year

- **Advanced course:** 2-unit course, topic based, introduction to research methodologies in the Humanities.
- **Compulsory BA courses:** WRIT1005 (*Fundamentals of Writing*, 2 units); PHIL1110 (*Critical Reasoning*, 2 units).
- Specialist tutorials in each BA course (where feasible).
- Community site.

Second Year

- **Advanced course:** 2-unit Research Methodologies (Digital Humanities subject).
- **Advanced course:** 2-unit Research Internship (including Summer Semester option).
- **Compulsory BA courses:** One ethics or multi-cultural course; one course related to Indigenous issues.
- Specialist tutorials in each BA course (where feasible).

Third Year

- **Advanced course:** 2-unit Advanced Seminar.
- **Advanced course:** 2-unit Thesis Development course (open to students who have completed 40 units, including the Level 2 Research Methodologies Advanced course).
- Specialist tutorials in each BA course (where feasible).

Fourth Year

- **Honours program:** 12-unit Thesis or 8-unit Thesis plus 4-unit Seminar.

The 8 units of compulsory BA credits comprise a minor for the purpose of meeting BA program rules.

Advantages of the BA Advanced Program:

- Provides high performing students with a challenging experience preparing them for either research careers or participation in knowledge industries.
- A research intensive program, developing research skills from first year.
- Ensures a high level of explicit development of the graduate attributes.
- Since all but the fourth year honours level courses would be available to students in the BA with the requisite GPA, servicing the BA Advanced program should not impact on workloads and may offer staff the opportunity for a more rewarding teaching experience.
- Enhanced first year experience for advanced students.
- Marketing advantages: 'Advanced' is more meaningful to entering students than 'Honours' and graduating students will have a market advantage with such a degree behind them.

Advantages of the BA Program:

- Available as a dual program with many other UQ programs (the BA Advanced program will not be available as a dual program).
- Greater flexibility to take courses in multiple fields of study while completing two majors (BA Advanced students can still complete two majors, but have fewer electives).
- The ability to study 16 units of electives (BA Advanced students have at least 2 units, and could have more if their compulsory courses are part of one of their majors or if they take the option of counting the compulsory courses as a minor).
- Entry is open to a wider range of students.
- No compulsory courses (though BA students who wish to complete the 8 units of compulsory BA credits from the BA Advanced program can do so and count it as a minor for the purpose of meeting BA program rules).

Accelerated Program:

An accelerated program will be subject to availability of summer semester courses or internships, intensive or master classes, and the student's capacity to undertake more than 8 units of work in some semesters. Acceleration by time or content (for example, if a student wishes to undertake more advanced courses in lieu of introductory courses) is consistent with UQ policies and procedures.

Current offerings in Advanced Arts at selected Australian Institutions:

(Please note that institutions missing from this list have not been checked, rather than do not offer such programs.)

University of Adelaide

The Bachelor of Arts (Advanced) is a program for high-achieving students. The program is highly specialised, research focused and concentrates on the liberal arts. Students can complete two majors from the following disciplines: English; History; Politics; Anthropology; Philosophy; Classics; Linguistics; European Studies; Gender, Work and Social Inquiry; and Asian Studies.

University of Sydney

The Bachelor of Arts (Advanced) (Honours) is designed to challenge our highest achieving students. By allowing you to accelerate into a senior Arts program, you can complete an honours degree in an Arts major in just three years. Our degree fosters high-level disciplinary and interdisciplinary research and methodology skills.

University of Tasmania

This is a special program that recognizes high achieving students. Entry to the program requires an ITI score of 90 or greater and in order to maintain a place in the direct entry program students will be required to be awarded the Dean's Roll of Excellence each year. Students not initially admitted to the program but who achieve the Dean's Roll of Excellence at the end of Year 1 or 2 will be invited to be part of the program. At the discretion of the Dean students transferring from other institutions may be eligible to enter the program.

Students participating in this program will be required to fulfil all the normal BA requirements and will be encouraged to develop their academic potential through participation in targeted research seminars. Individual academic mentoring and advice is also provided.

BA REVIEW 2012 STUDENT SURVEY

ESURef: #153

Report Date: May 2012

Prepared by Deanne Gannaway and Daniel Madden
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Background

In July 2012, The University of Queensland will conduct a review of the Bachelor of Arts program. The review is conducted in compliance with the standard Academic program review policy which requires that the review for the BA be conducted every 7 years: the previous review took place in 2005, and the next one will take place in 2019.

The BA review is to carry out a comprehensive and evidence-based evaluation of the quality, structure, focus and outcomes of the BA program. In doing so, the review will establish:

1. What's working well in the BA
2. What changes, if any, should be made to make the BA work better

Once the review is complete, the University will investigate the implementation of recommended changes to the BA program.

The APR process requires that the review include mechanisms to capture the student voice. For 2012, the decision has been made to use an online survey to achieve this requirement.

Objectives of the Survey

A series of surveys have been developed targeting different cohorts of students: Honours students, BA first year students, BA later year students and BA dual degree students.

Each of the surveys aims to capture student perceptions about the following key areas:

1. Reasons for doing the BA
2. Reasons for doing the BA at UQ
3. Plans to do honours
4. Transition into UQ from school or elsewhere
5. Plans for majors and identification of elements that assist or hinder choosing a major
6. Progression through the program
7. Graduate skills and attributes
8. Careers plans and role of Bachelor of Arts

The Survey

Design

The surveys were developed in consultation with key members of the BA review team (Assoc Profs Deborah Brown and Julie Duck, and Gary Johnson, project manager).

Demographic data has been captured from existing data sets as a mechanism to limit the number of questions students need to be asked.

A series of 4 surveys were developed, each targeting a slightly different cohort of BA students: Honours students, BA first year students, BA later year students and BA dual degree students.

Surveys were developed and tested by members of the BA Management Committee to test sense, readability and relevancy of items. A pilot test was conducted with 6 students identified by the administrative teams in the Faculties of SBS and Arts to test face value of items and to observe progress and survey logic. After adjustments were made in response to each of the tests, a final test was conducted by members of the Faculty of Arts administrative team.

Administration

Surveys were administered online via SurveyMonkey using student email addresses received from the Faculty. These email addresses were part of a detailed student demographic dataset developed from UQ data warehouses. The data sets were then merged with responses to provide a breakdown of responses according to demographic criteria. De-identified merged data sets were returned to the Faculty for further analysis.

Students were invited to participate via an email drafted by the Review team and 2 additional reminders to participate in that process were also sent. The survey was kept open for 2 weeks, opening in teaching week 5 of Semester One.

	Launch	Reminder	Final Reminder	Survey Close
Dates	22 March	28 March	5 April	10 April

Informants

Students identified as commencing students with previous units were allocated to the later years or dual degree cohort as appropriate if they aren't starting at UQ for the first time.

Response Rate

Survey	Population	Opted out	Sample	Complete	% Population response	Confidence interval
Honours	186	0	59	51	26.9%	11.76
First year	1797	4	489	422	23.4%	4.16
Later years	2067	7	466	411	19.8%	4.33
Dual degree	2443	4	557	460	18.8%	4.12
TOTAL	6493	15	1571	1344	20.6%	2.38

Cross - Survey Results

Quantitative analysis

Approach

An analysis of responses to common questions across all surveys was conducted using standard descriptive statistics.

Key findings

Uptake of honours

Are you planning to do honours in the BA?

Group	Respondents	Response			
		I don't know what Honours is	No	Not sure	Yes
Dual degree	469	3%	37%	46%	14%
First years	425	7%	20%	53%	20%
Later years	414	4%	21%	39%	36%

For *taking honours*, participants were asked: *How much do you agree or disagree with the following statements?*

(Strongly Disagree = 1; Disagree = 2; Unsure = 3; Agree = 4; Strongly Agree = 5)

Items	First years	Later years	Honours	Dual degree	Overall
I need Honours in order to be registered in my chosen profession	3.70	3.52	3.58	2.86	3.45
I plan to do postgraduate studies and need Honours as an entry qualification	3.84	4.03	4.22	3.23	3.87
Honours will give me a competitive edge in the market place	4.33	4.15	4.25	4.03	4.19
Honours will keep my options open	4.18	4.20	4.41	3.97	4.19
I want to go into research after my degree and Honours gives me the opportunity to develop relevant skills and experience	3.60	3.90	4.12	3.52	3.80
Through doing Honours I will make valuable industry contacts in my field of interest	3.93	3.76	3.75	3.65	3.78
Honours improves my chances of getting a highly paid job	3.80	3.61	3.66	3.55	3.65
Compared with options at other universities, UQ is the best option for studying my field of interest	4.13	3.72	3.56	3.52	3.76
My field of interest is not available at other Brisbane universities	2.92	3.50	3.24	3.20	3.26

For *not taking honours*, participants were asked: *How much do you agree or disagree with the following statements?*

(Strongly Disagree = 1; Disagree = 2; Unsure = 3; Agree = 4; Strongly Agree = 5)

Items	First years	Later years	Dual degree	Overall
I don't think my grades will be good enough to get me into Honours	2.71	2.64	2.37	2.53
I don't believe an Honours qualification will assist me in my future	3.24	3.33	3.40	3.34
I can't afford to study longer	2.63	2.85	2.73	2.74
I am doing a dual degree and that limits my options for the BA Honours	3.06	n/a	3.36	3.26
I am doing a dual degree and want to complete Honours in the other program	2.47	n/a	2.77	2.67
I don't think I would perform well in Honours	2.73	2.81	2.41	2.59
I'm planning to do other university study instead of Honours	3.06	3.23	2.49	2.82
I will be tired of studying by the time I finish my degree	3.02	3.06	3.39	3.22

Transition into first year

How are you finding / how did you find your transition to UQ?

Group	Respondents	Response				
		Very easy	Easy	Not too bad	Difficult	Very difficult
Dual degree	465	13%	26%	42%	15%	3%
First years	425	7%	22%	52%	14%	4%
Later years	412	16%	23%	40%	17%	4%

Some students suggested that the following are challenging aspects of the transition to UQ. Please select those that apply to you.

Items	Dual degree	First years	Later years
Making new friends	58%	53%	55%
Adjusting to a different way of learning	43%	58%	39%
Adjusting to large classes (where you are anonymous and where it can be difficult to ask questions)	34%	43%	30%
Adjusting to the requirement for independent learning	36%	48%	36%
Feeling isolated/alone without a peer group or established relationships with lecturers	48%	43%	49%
Some adjusting to the workload	39%	50%	41%
Adjusting to the pace of learning	38%	51%	38%
Maintaining motivation to study	67%	68%	61%
Feeling uncertain about what is expected academically	56%	72%	51%
Lacking necessary background knowledge in courses	25%	24%	23%
Lacking necessary prerequisite skills (eg. library skills, essay writing)	19%	24%	24%
Navigating around the campus and to the right classrooms	33%	31%	31%
Working out what courses to enrol in without a clear sense of where I wanted to go academically or professionally	53%	49%	57%
Total number of respondents	455	419	388

How helpful were each of the following to you in your transition to UQ?

(Of no use = 1; Of limited use = 2; Helpful = 3; Very helpful = 4; Essential = 5)

Items	First years	Later years	Dual degree	Overall
UQ Student Services	2.54	2.56	2.24	2.44
The BA website	2.86	3.04	2.71	2.87
The BA Facebook site	2.06	1.70	1.70	1.82
Getting involved in student clubs	2.26	1.89	2.09	2.08
Having student mentors	2.36	1.70	1.82	1.98
A home-room or common space in which to hang out and meet other students in the program	2.22	1.76	2.07	2.02
A First Year advisor available to respond to a whole range of academic and administrative questions and refer you to relevant services and resources as necessary	2.43	2.10	2.05	2.20
Academic advising prior to first year	2.54	2.08	2.04	2.23
Academic advising during first year	2.44	2.22	2.11	2.25
The small number of level 1 courses	2.46	2.57	2.49	2.51
Societies, student clubs and other groups	2.42	2.06	2.22	2.23
The first year activities made available in the other component of my dual degree program	2.31	n/a	2.37	2.34

Progression through the program

First years were asked to indicate the extent to which they agree or disagree that the following apply to their selection of courses:

(Strongly Disagree = 1; Disagree = 2; Unsure = 3; Agree = 4; Strongly Agree = 5)

Items	First years	Dual degree	Later years	Overall
I choose my courses based on the type and amount of assessment involved	2.26	2.50	2.63	2.56
My course choices are limited by timetable clashes between courses I want to do	2.75	3.16	3.14	3.15
I choose courses because I am interested in the topic	4.51	4.46	4.61	4.53
I choose courses because they fit into my plan of study	3.57	3.78	3.73	3.76

Later years and dual degree students were asked to indicate the extent to which they agree with a series of statements regarding their progression through the degree program:

(Strongly Disagree = 1; Disagree = 2; Unsure = 3; Agree = 4; Strongly Agree = 5)

Items	Dual degree	Honours	Later years	Overall
The introductory (level 1) courses in my major provide a good foundation for subsequent courses in the field	3.89	3.89	4.06	3.96
The advanced (level 2) courses in my major (will) deepen my knowledge of the field	4.01	4.07	4.17	4.09
The capstone (level 3) courses in my major (will) consolidate and extend my knowledge of the field	3.75	4.11	3.99	3.88
The capstone (level 3) courses in my major (will) extend my critical thinking, analysis, and research skills	3.72	3.80	3.99	3.84
I receive constructive feedback on my assignments	3.52	3.91	3.82	3.67
I receive feedback on my work in time to take it on board in preparation for the next assessment task	3.38	3.82	3.58	3.49
The assessment criteria and assignment guidelines help me understand what I need to do	3.57	3.95	3.80	3.70
I am satisfied with the balance of weekly tasks and tutorial work during semester	3.67	3.98	3.69	3.70
The workload associated with weekly tasks, tutorial work and major items of assessment is manageable	3.76	3.98	3.68	3.74
Assessment tasks test and extend my knowledge	3.95	4.04	4.05	4.00

Participants were asked to rate the extent to which they agree that their BA will contribute to their knowledge, skills and personal development in the following areas:

(Strongly Disagree = 1; Disagree = 2; Unsure = 3; Agree = 4; Strongly Agree = 5)

Items	Dual degree	First years	Honours	Later years	Overall
Applying knowledge and skills to the workplace	3.59	3.74	3.58	3.67	3.66
Applying knowledge and skills in creative and innovative ways	3.70	3.86	3.81	3.84	3.80
Identifying and defining problems or issues	3.70	3.81	4.21	3.95	3.83
Problem solving	3.53	3.67	4.14	3.81	3.69
Designing and managing projects	3.28	3.47	4.00	3.36	3.40
Critically analysing extant literature on a subject	3.99	3.97	4.48	4.22	4.08
Collecting data	3.46	3.72	4.03	3.78	3.66
Analysing data	3.56	3.83	4.22	3.94	3.79
Arguing effectively	3.93	3.96	4.26	4.10	4.01
Carrying out ethically and socially responsible research	3.72	3.95	4.09	3.92	3.87

Working with a team	3.51	3.65	3.16	3.44	3.52
Effectively communicating research findings in a format suitable for peer-reviewed publication or public reports	3.71	3.81	4.22	3.89	3.82
Explaining and defending research findings in a format suitable for conference presentations	3.57	3.75	3.98	3.68	3.68

Advice that students get

Please indicate whether you have experienced the following from course advisors located in Faculty offices or academics you encounter. Select as many as apply.

Items	Dual degree	Later years
My particular course and career planning concerns have been heard and understood	32%	39%
The advice I have received has been helpful	68%	65%
I have felt confident that the advice I have been given is accurate and unbiased	45%	46%
Course advisors have generally helped me to be realistic about my employment prospects in the job market	19%	25%
I found academic advisors to have a good knowledge of the breadth of courses, fields of study and career pathways relevant to the BA	35%	39%
I found academic advisors to have a good understanding of the particular issues involved in planning a dual degree	32%	16%
Total number of respondents	213	250

Qualitative analysis of Open-ended questions

Approach

Open-coding analysis

Three open-ended questions were selected for the purpose of gathering student perspectives of core concerns related to the program and student suggestions for improvement. These questions were: *“What do you expect to learn from your BA?”*; *“Please tell us any other ideas you have for improving the BA”*; and *“Any final comments about the BA that you wish to make known to the BA Review team?”*

Open-ended responses were analysed using open-coding and selective coding techniques associated with Grounded Theory (Charmaz, 2006). Themes emerging from the respondents were developed using these techniques and then the responses analysed according to the emergent themes. Themes developed were analysed across 3 of the 4 surveys: First years, later years and dual degrees. Honours students responses were not included as the number of responses was very small in comparison to the other surveys.

There were five main themes that emerged across the 3 questions and across the 3 surveys. The responses to each of the themes were then coded across all the surveys and a cross-survey analysis conducted.

Thematic analysis

In addition, the open-ended responses were tested against specific questions identified by the project review team at project meetings regarding student perceptions of academic challenge and the need for flexibility in unit choice as against a more structured program.

Limitations

The option to include open-ended responses was not taken by all students. There were instances of very low response, for example, only 27 first year students elected to offer ideas of improving the BA. This may be because the survey was issued in week 5 of the teaching semester and first year students may not yet be familiar with the program to feel qualified to comment.

Key Findings

Open-coding analysis

The emergent themes were, in order of prevalence:

1. Student satisfaction with the program
2. Concerns related to the limited number of unit offerings and scope of choice
3. Concerns related to the quality of advice related to academic progress through the program
4. Suggestions and issues related to program structure
5. Challenges with articulating and identifying employment outcomes from a BA

These themes are further explored below.

1. Student satisfaction with the program

Student satisfaction with the program is an overriding theme across all cohorts. Student satisfaction was predominately evident in the open-ended item related to *“Any final comments about the BA that you wish to make known to the BA Review team?”*, although high levels of satisfaction were also identified in the other two questions. First year students expressed the highest level of satisfaction with 30% of all responses coded as indicating a

level of satisfaction. The next highest group was the later year students (24% of responses) with dual degree students having the lowest level of satisfaction (20% of total responses).

Overall, the indication is that students are, in general, satisfied with their experiences.

I have loved every moment of my BA (over the last 15 years it's taken me to do the program part time). I feel inspired by the very buildings and surrounds of UQ and connected to a great long tradition of thought and art and knowledge. I learn because it is an enjoyable thing to do, not because i want to necessarily get my degree and walk into a job - although, what i have learned has certainly improved my ability to be better informed in my career (in the arts). More more more - more courses, more exploration, more art. Thank you. (Later year student)

My Art History major was chosen primarily because it was something I'd never studied before and thought I would enjoy. At this stage, I am very pleased with the way it has allowed me to broaden the ways in which I think, and the positions I look at things from. I believe it has made me more open-minded, and hope it will continue to do so. (Dual degree student 3rd year)

Studying international relations, I wanted to gain a more complete understanding of the complexities of the world we live in. I started off just thinking of it as a supplement to my communications degree but it has given me so much more than I expected. It was one of the best decisions I have ever made. (Dual degree student 4th year)

I love my BA. (first year, dual degree)

....the BA [is] invaluable as a supplement to other courses offered by the university, where students may pick and choose to further hone skills relevant to their prospective vocation, develop complementary skills, or merely provide themselves with a welcome distraction from the rigours of some of the more intensive courses. Those who complain about the nature of the BA program have perhaps not so much found flaws in the course, as much as having identified themselves as incompatible with the somewhat unique nature and offerings of this program. (First year student)

2. Concerns related to the limited number of unit offerings and scope of choice

The concern consistently mentioned across all three surveys across all three questions was a perception of a diminishing number of courses on offer and its impact on program completion. This view was particularly held by languages students, but those in politics, philosophy and English students also expressed this perception. To a lesser degree, the perception was found amongst history and religious studies, but generally in a view of a limited number of offerings rather than units being cut from the ones offered.

don't think I will have enough units to even complete my major (Dual degree student)

If you're going to change the structure of a major, let students know that it's happened, and what implications that has for their studies. This happened to the peace and conflict studies major during my studies with the university, and it led to me having to drop some courses (and subsequently fall back to part-time enrolment) at the last minute because it turned out they wouldn't count to my degree. I was lucky enough to realize this before the census date, other friends of mine weren't so lucky and were stuck doing subjects that wouldn't count towards their degree. My degree has effectively been extended out because of a complete lack of communication about degree structure changes. (Dual degree student)

Unfortunately, not all the courses are being offered (I'm guessing due to budget cuts?) and I am finding it difficult to finish my BA in a reasonable time frame. (Later year)

Please stop getting rid of awesome courses! My degree is only 3 years long, and some of the third year courses I would have liked to study were not on offer this year at all. Not impressed. (Later year student)

A number of students (N= 48) across all surveys expressed frustration with courses listed on websites not being available at the time of enrolment.

The reason I chose to study a BA was so that I could study what I WANTED to study, what INTERESTED me - not what someone else suggests I study when everything else is 'not currently offered, please contact school'. I am over it. The University of Queensland obviously doesn't care about Arts students, just taking their money and providing them with little in return (Dual Degree student)

A large and adequate number of courses are listed under each major, but once it comes to enrolment time, very few are made available. Many courses have been kept on the website despite the fact that they have not been taught in years. It appears that these courses are intentionally kept on the UQ course website to give the appearance that UQ offers a wide range of courses, when in fact the truth is closer to the opposite. (Later year student)

While there are a wide range of Ancient history courses, only FIVE of FOURTEEN second-year electives are actually offered. (First year student)

I spent an hour going through the course to find that 2/3rds of them were not on offer, some of them hadn't been since 2008. (Dual degree, 3rd year)

3. Concerns related to the quality of advice related to academic progress through the program

The quality of academic advising in relation to program structure was the third most mentioned concern across all surveys (N=91).

After thinking I had completed my BA it took until the final exam period for me to be told that I still had two subjects to go. This is unacceptable of the school as I am aware that this is a common occurrence. There is no academic advice, support or guidance for students. A BA is too vague compared to other degrees at UQ. It needs to be made clear to students when they enrol in a course what is expected of them, not just based on the course list but specific for each student. (Later year student)

I made an appointment with an academic advisor last year, to sort everything out with my degree (majors/courses/answer questions about honours and uqabroad etc). I had a page and a bit full of clearly defined questions and they were able to adequately answer about two of them. I guess I was expecting a sit-down-let's-talk-about-your-future kind of thing and instead I was talking over a counter in a busy office to someone who really had no idea about anything and didn't seem to care or show any inclination they could help me. Kinda thought academic advisors were there to give advice on academic things...(Later year student)

Academic advisors need to be able to assist with planning your program including fitting your two majors together. I have been sent back and forth between schools because there was no communication or understanding between them. (Dual degree student)

It needs a more streamlined advisor structure. I found that when looking for help, I was often left still unsure or passed off to different people because there was no one place I could go to get help (Dual degree student)

Interestingly, there were very few comments about the quality of academic advising from first year students, other than suggestions for possible things that would be helpful to guiding program structure. This may be the result of the survey being run early in Semester One.

In hindsight I think it should be compulsory to see an advisor before registering as it is not so straight forward in terms of the different yr levels and the option to choose electives etc. I come from a completely different background and find it challenging to relate to the diversity without clear structure guidelines. (First year student)

Other suggestions for mechanisms to improve the quality of academic advising revolved around the possibilities of making available an online tool to assist students in developing a view of the structure of majors according to the program rules:

Please have an application or program that allows us to plug in our course selections, and future course selections and tells us that we are on track regarding the requirements ie, correct levels, units, etc (Dual Degree student)

I believe a website where BA students can type in their majors and do a semester by semester plan would provide much needed clarity for students. (Later year student)

Other students indicated that they had difficulties in understanding what majors were available and offered suggestions as to how to address this challenge.

I really wish that there had been a showcase of subjects at the start of semester! I have NO idea what to major in. I want to do everything (First year student)

I wish we could have an extra week where we didn't have to pick our courses and we could just go and actually see what the content is and the assignments, sit in on some what would be lectures, talk to a whole bunch of second years or something. (First year student)

4. Suggestions and issues related to program structure

Related to the need for quality academic advice was the issue of program structure. Structure was mentioned across the 3 surveys and 3 questions by 88 respondents.

A more detailed guide e.g. a step by step when choosing your majors and once they have been chosen which elective can be done with them. A plan of what happens each semester with the major would also be very helpful

Core courses and a common first year were mentioned in the Likert scale item suggesting possible structure changes. The open-ended items supported the low level of agreement in the Likert scale: the possibilities of implementing core courses were met with resounding disapproval.

Please, for the love of God, do not introduce core courses for the whole BA. (Later year student)

It is interesting to note that, despite the reaction to first year courses, later year straight BA students were more likely to have opinions about courses that should be mandatory for a BA student. Core topics suggested range from languages to philosophy to politics units.

There appears to be an absence of an understanding of the BA as a coherent program with a particular outcome and purpose – instead, by some dual degree students, the BA seems to be seen as a catch all framework to slot in any subject from across the University.

The BA should offer a few more science-based subjects available in both semesters, for interest and also for people wanting to move into science-based degrees. (Late years student)

It should allow students whom are unable to enter other courses easily bridge into the course they want. For example, basic science (physics, chem, biology) for those wanting to do a BSci and so on.

Despite the above statements, there were comparatively few students, predominantly first year students, who identified as using the BA with the expectation of transferring from the program to other programs.

How university works so i can transfer into another course (First year student)

I expect to learn science course so that I can change my program. (Later year student)

5. Challenges with articulating and identifying employment outcomes from a BA

A theme that emerged from the responses revolved around possible employment outcomes as a result from participating in the BA. Of interest is the expectation that the program provides training for prospective employment despite not knowing what that employment may actually be.

I expect to learn the fundamentals in all the branches that my BA can go into - that is, the BA should cover elements that will be harnessed and expected in the job environment related to the qualifications the BA implies.(Later year student)

The knowledge and skills I need for my chosen career, plus some general writing/thinking skills. (First year student)

I think the BA needs a serious review, especially within particular majors which are seen to have little career prospects. I appreciate the ethos of Arts is to expand the mind and offer less career-driven choices, however most students perceive that other than becoming an academic, career prospects are limited. (Dual degree student)

In contrast, education dual degree students focused on what the BA provided that they could teach others, rather than any generic skills.

the information and necessities of that subject to teach to secondary students

An in depth understanding of how to research, analyse and apply literature in order to be able to teach it to secondary school students.

knowledge that will assist me in becoming a music teacher

things worth teaching

The expectation that the program would lead to prospective employment opportunities was mentioned by 24% of first year respondents (N=72).

21% of Dual degree students (N=78) identified the perception that skills acquired through their BA would give them the competitive edge or supplement skills acquired from another degree.

Through majoring in French and International Relations, I expect to improve my language and essay-writing skills and hope that these skills will complement the scientific skills I acquire in my science degree. (Dual degree)

I'm hoping to augment my law degree by gaining a greater understanding of international relations and foreign policies with my BA. It will open more doors for when I'm complete.(Dual degree student)

I expected to learn valuable specialist skills that would help to bolster my business degree and allow me to get into my chosen profession(Dual degree)

I hope to incorporate everything i learn in my BA (peace and conflict studies) to give me a stronger hold in the kind of Journalism I hope to do. (Dual degree)

Sub-themes identified

As part of the open-coding analysis, a series of sub-themes were also identified within each survey. These themes were not seen to be prevalent in the cross-survey analysis, but are offered here as having potential for further investigation across the cohorts.

1. Mature aged students feeling under supported

There were a number of students who responded to the surveys who were mature-aged students. These students generally indicated a level of isolation and feeling ignored by support structures which focus on school leavers.

There is a bias at this university towards the full-time, young student (1-2 years out of high school). Balancing work/family/study is not an easy task (having studied fresh out of high school and now as a working parent I actually DO know this). There is little to no support/understanding and it is incredibly socially isolating.

As a 'mature age' student of 25, it is very hard to meet other students of my own age. 17 year olds are friendly enough but I do not relate to them on the same level as I left high school a fair time ago. I know I'm not the only one my age who feels like this, it would be great to have some kind of way for non-school leavers to get together for support. (First year student)

It may be worth exploring whether the cohort of straight BA students has changed in demographics from the previous review to further explore the extent to which these views may have wider implications.

2. Expectations for further study

Dual degree students were less likely to mention the prospect of the BA leading to further study. Further study was more frequently mentioned by later year students.

Enough to have a well-rounded understanding of my field, and to prepare me for further study in my field.

3. Concern re status of BA

Students reflected concern about the perceived status of the BA program. While often expressing the value of the program, there are concerns regarding perceptions about the value of the BA, from prospective employers, from fellow students and for the University.

Please remember the passion of learning and the need for wisdom in society. Please do not let BA become another program focussed so singly on career opportunities that the journey of education is forgotten in the desire to complete the degree to "begin one's real life". Learning is always where your life begins. (Later year student)

i understand that people feel arts degrees are useless (sometimes i feel that myself) but the university offering them should at least take them seriously. it appears that arts is the unruly bush in the backyard no one wants go near. (Later year student)

The BA has an incredibly negative reputation. "Good luck working in McDonald's" was one response I received. This is universal for Arts degrees, not something specific to UQ by any measure. There is lots of unwarranted, prejudiced, stereotyped rhetoric. (Dual degree student)

You need to get rid of the stigma surrounding the Arts degree as a no-hope degree...because this stigma is based on the real belief out there in the public sphere that it will get you nowhere (career wise).(dual degree student)

4. Concerns related to the quality of teaching, particular in relation to tutorials.

In instances where the quality of teaching was raised, (N= 36), negative comments were primarily focused on experiences related to tutors. Dual degree students were more likely to negatively compare tutoring experienced in their partner programs to that experienced in

their BA component. It may serve to investigate the extent to which this is a common experience.

Compared to my education tutors, I have found the tutors for my arts subjects to be somewhat lacking in teaching and organisation skills. As many of them are post grad students, they have often arrived at class preoccupied with their own projects and not focused on their tute group. With some notable exceptions, many seem uninformed about what is expected on assessment without later consulting with the lecturer. As most of the courses I took in first year were Arts, I did not have an overall positive experience. Tutors did not foster class bonding, and as a result I often felt isolated in my arts classes. (Dual degree student)

The quality of teaching is extremely varied. Both lecturers and tutors range from inspiring, highly professional and extremely knowledgeable in their field...to those who insist on long lectures and tutes for which they seem unprepared themselves. (Later year students)

Thematic analysis

Participants responses were tested against themes identified by the BA review team, specifically regarding the perceptions that students want a higher degree of flexibility in their program.

1. Flexibility

The term flexibility was infrequently mentioned, and generally in terms of the course choice.

Dual degree students in particular raised the issues with the absence of choice, and objections with the restrictions of being compelled to complete two majors with limited opportunities to take electives.

I dropped my second major and decided on an extended major as there weren't enough electives to give me choice.

I wish I had realised that if you do a BA dual degree program, particularly LLB/BA, you don't actually get to study many BA subjects. I had enrolled in a BA to get lots of electives, and have flexibility. This turned out to not be the case with the dual degree.

I think that studying a BA by way of a dual degree is too limiting, and allows for very little movement. I believe that it should be possible to study electives from outside the Arts faculty, which is an option available to straight BA students. (Dual degree)

The BA at UQ does offer a variety of courses but compared to other top universities we are still quite limited in choice, especially when it comes to choosing electives.

2. Challenge

Of concern to the BA review team was the perception of an absence of challenge, that BA courses were not challenging enough. This was mentioned in only 1 response by straight BA students but more frequently by dual degree students. There was no mention of an absence of challenge by first year students.

I think the standard expected is too low. Many subjects seem to expect simple regurgitation of facts from the textbooks. Many students in tutorials do not have sufficient background knowledge to participate appropriately in discussions. I feel that university students in Australia today are coddled too much. (Later year, international student)

Political Science should be it's own degree- rather than as part of the BA -Compared to my other degree, the BA seems too easy and I am unsure of its true value if I was just studying a BA alone. (Dual degree students)

BA has been incredibly easy but no support from the faculty has been of any value (Dual degree student)

References

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.

myBA First Year Survey

This survey asks questions about your experiences in the Bachelor of Arts (BA) at The University of Queensland (UQ). We value your input and will be using the information you give us to shape the BA in the future.

Is this your first degree? (i.e. you have not completed already a different Bachelors degree either at UQ or elsewhere)

☐ Yes

☐ No

Did you come to UQ straight from school, from another university, or from elsewhere?

☐ School

☐ Another University

☐ Elsewhere e.g. gap year, work, family duties (Please specify)

What do you think so far?

The next questions ask you about your experience of the BA so far

What do you expect to learn from your BA?

Some students have said the following are strengths of the BA. To what extent do you agree or disagree that you also view these as strengths?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA allows me to take time in my first year to decide what I really want to study as a major(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA allows me to study courses in different areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA offers enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides an appropriate range of majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides me with enough room for electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides me with adequate opportunity for feeling part of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides a good generalist qualification which gives me lots of employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Some students have said the following are challenges of the BA. To what extent do you agree or disagree that you also view these as challenges?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA is too unstructured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA does not offer enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many majors to choose from in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am finding it difficult to choose and plan my program of study in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative to my experience in High School, the BA provides little opportunity for feeling part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify

Some students have said the following would improve their experience in the BA. To what extent do you agree or disagree that you also view these as possible improvements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
More structure (e.g., some core courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A common first year that provides an introduction to a wide range of courses in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More guidance about selection of courses and majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearer links between the courses and employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More opportunity for building links with other students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us any other ideas you have for improving the BA.

Why the BA?

Why you are currently enrolled in the BA?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Doing the BA at UQ was my first preference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA was offered as a dual degree option with my preferred program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm doing the BA because I couldn't decide what other program would suit me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enrolled in the BA as a second choice because I didn't get into my first preference program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose the BA because it was the only program offered in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared with options at other universities, the BA at UQ provided the best option for studying my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UQ had a comparatively high OP entrance score for the BA, which implied it is a better program than other universities in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Please indicate the extent to which you agree or disagree that the following statements apply to your selection of courses.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The timetable influences my choice of courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In choosing my courses I try to arrange to have one day free of classes each week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose my courses based on the type and amount of assessment involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course choices are limited by timetable clashes between courses I want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose courses because I am interested in the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose courses because they fit into my plan of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Have you chosen your majors yet?

- ☐ Yes, I have chosen an extended major
- ☐ Yes, I have chosen both majors
- ☐ Yes, I have chosen one major, but not the other
- ☐ No, not yet

Majors

What possible majors are you currently considering?

How much did the following influence your choice?

	Did not influence at all	Slightly influenced	Somewhat influenced	Moderately influenced	Strongly influenced
Quality of courses in the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job opportunities in the particular field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in the discipline area of the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The major is an easy major to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends and family advised me to take this major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from academic advisors in the Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans for further future study in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need a major in this field for professional outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Where did you hear about your major? Please select all that apply.

- ☐ UQ courses and Programs Website
- ☐ QTAC Guide to Tertiary Courses
- ☐ Promotional material
- ☐ Academic Advisor
- ☐ Course Selection/ Curriculum Advice Day

Other (please specify)

No Majors Chosen

What is preventing you from choosing your majors?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I don't know what I want to do as a major yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is not enough information about what majors are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know what a major is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm not planning on completing a major in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Transition into University

Think about what the transition to UQ has been like for you.

How are you finding the transition to UQ?

- ☐ Very difficult
- ☐ Difficult
- ☐ Not too bad
- ☐ Easy
- ☐ Very easy

Some students suggest that the following are challenging aspects of the transition to UQ. Please select those that apply to you.

- ☐ Making new friends
- ☐ Adjusting to a different way of learning
- ☐ Adjusting to large classes (where you are anonymous and where it can be difficult to ask questions)
- ☐ Adjusting to the requirement for independent learning
- ☐ Feeling isolated/alone without a peer group or established relationships with lecturers
- ☐ Adjusting to the workload
- ☐ Adjusting to the pace of learning
- ☐ Maintaining motivation to study
- ☐ Feeling uncertain about what is expected academically
- ☐ Lacking necessary background knowledge in courses
- ☐ Lacking necessary prerequisite skills (eg. library skills, essay writing)
- ☐ Navigating around the campus and to the right classrooms
- ☐ Working out what courses to enrol in without a clear sense of where I wanted to go academically or professionally

How helpful have each of the following been to you in your transition to UQ?

	Of no use	Of limited use	Helpful	Very helpful	Essential	Did not know it existed
UQ Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA Facebook site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved in student clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having student mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A home-room or common space in which to hang out and meet other students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A First Year advisor available to respond to a whole range of academic and administrative questions and refer you to relevant services and resources as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising prior to first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising during first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The small number of level 1 courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Societies, student clubs and other groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The first year activities made available in the other component of my dual degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

*Are you planning to do Honours in the BA?

- ☐ No
- ☐ Not sure
- ☐ I don't know what Honours is
- ☐ Yes

Taking Honours

You indicated that you are planning to do Honours. Please tell us about your decision.

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I need Honours in order to be registered in my chosen profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to do postgraduate studies and need Honours as an entry qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will give me a competitive edge in the market place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will keep my options open	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to go into research after my degree and Honours gives me the opportunity to develop relevant skills and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through doing Honours I will make valuable industry contacts in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours improves my chances of getting a highly paid job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared with options at other universities, UQ is the best option for studying my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My field of interest is not available at other Brisbane universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there another reason not listed? Please specify.

Not Taking Honours

You indicated that you are not planning to do Honours. Please tell us about your decision

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I don't think my grades will be good enough to get me into Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't believe an Honours qualification will assist me in my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't afford to study longer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am doing a dual degree and that limits my options for the BA Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am doing a dual degree and want to complete Honours in the other program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think I would perform well in Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm planning to do other university study instead of Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be tired of studying by the time I finish my degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there another reason not listed? Please specify

Outcomes from My BA

Do you intend to graduate from the BA at UQ?

☐ Yes

☐ No

☐ Uncertain

Please explain your choice of answer

At this stage, what are you planning to do after you graduate?

Please describe how you think your BA might contribute to the development of your potential career or prepare you to undertake further studies.

Rate the extent to which you agree or disagree that your BA will contribute to your knowledge, skills and personal development in the following areas:

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Applying knowledge and skills to the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying knowledge and skills in creative and innovative ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and defining problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and managing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analysing extant literature on a subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arguing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out ethically and socially responsible research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicating research findings in a format suitable for peer-reviewed publication or public reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and defending research findings in a format suitable for conference presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Any final comments about the BA that you wish to make known to the Review team?

myBA Later Years Single Degree Survey

This survey asks questions about your experiences in the Bachelor of Arts (BA) at The University of Queensland (UQ). We value your input and will be using the information you give us to shape the BA in the future

Is this your first degree? (i.e. you have not completed already a different Bachelors degree either at UQ or elsewhere)

☐ Yes

☐ No

Did you come to UQ straight from school, from another University, or from elsewhere?

☐ School

☐ Another University

☐ Elsewhere (e.g. gap year, work, family duties). Please specify.

What do you think so far?

The next group of questions ask you about what your experience of the BA has been so far.

What do you expect to learn from your BA?

Some students have said the following are strengths of the BA. To what extent do you agree or disagree that you also view these as strengths?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA allowed me to take time in my first year to decide what I really wanted to study as a major(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA allows me to study courses in a different areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA offers enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides an appropriate range of majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides me with enough room for electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides me with adequate opportunity for feeling part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides a good generalist qualification which gives me lots of employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Some students have said the following are challenges of the BA. To what extent do you agree or disagree that you also view these as challenges?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA is too unstructured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA does not offer enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many majors to choose from in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am finding it difficult to choose and plan program of study in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative to my experience in High School, the BA provides little opportunity for feeling part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are the other things that are not listed here? Please specify

Some students have said the following would improve their experience in the BA. To what extent do you agree or disagree that you also view these as possible improvements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
More structure (e.g., some core courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A common first year that provides an introduction to a wide range of courses in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More guidance about selection of courses and majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearer links between the course and employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More opportunity for building links with other students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us any other ideas you have for improving the BA.

Why the BA?

Why are you currently enrolled in the BA?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Doing the BA at UQ was my first preference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA was offered as a dual degree option with my preferred program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm doing the BA because I couldn't decide what other program would suit me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enrolled in the BA as a second choice because I didn't get into my first preference program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose the BA because it was the only program offered in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared with options at other universities, the BA at UQ provided the best option for studying my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UQ had a comparatively high OP entrance score for the BA, which implied it is a better program than other universities in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Have you seriously considered withdrawing from your BA ?

- ☐ No, I have not considered withdrawing
- ☐ Yes, to improve career prospects
- ☐ Yes, for financial reasons or to reduce study costs
- ☐ Yes, to obtain better quality education
- ☐ Yes, as my work commitments clash with my study
- ☐ Yes, as I want to pursue another area of study or career development
- ☐ Yes, for family or personal reasons
- ☐ Yes, as I was feeling unsupported academically
- ☐ Yes, as I was feeling socially isolated in the program
- ☐ Yes, as I do not feel sufficiently stimulated or challenged by the course content

Is there another reason not listed? Please specify.

*Have you chosen your majors yet?

- ☐ Yes, I have chosen an extended major
- ☐ Yes, I have chosen both majors
- ☐ Yes, I have chosen one major, but not the other
- ☐ No, not yet

Majors

What possible majors are you currently considering?

How much did the following influence your choice?

	Did not influence at all	Slightly influenced	Somewhat influenced	Moderately influenced	Strongly influenced
Quality of courses in the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job opportunities in the particular field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in the discipline area of the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The major is an easy major to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends and family advised me to take this major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from academic advisors in the Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans for further future study in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need a major in this field for professional outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Where did you hear about your major? Please select all that apply.

- ☐ UQ courses and Programs Website
- ☐ QTAC Guide to Tertiary Courses
- ☐ Promotional material
- ☐ Academic Advisor
- ☐ Course Selection/ Curriculum Advice Day

Other (please specify)

No Majors Chosen

What is preventing you from choosing your majors?

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
I don't know what I want to do as a major yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is not enough information about what majors are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know what a major is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm not planning on completing a major in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Course and Assessment Experience

Based on what you have experienced so far, or what you expect to experience, do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The introductory (level 1) courses in my major provide a good foundation for subsequent courses in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advanced (level 2) courses in my major (will) deepen my knowledge of the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capstone (level 3) courses in my major (will) consolidate and extend my knowledge of the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capstone (level 3) courses in my major (will) extend my critical thinking, analysis, and research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive constructive feedback on my assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback on my work in time to take it on board in preparation for the next assessment task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment criteria and assignment guidelines help me understand what I need to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the balance of weekly tasks and tutorial work during semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload associated with weekly tasks, tutorial work and major items of assessment is manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment tasks test and extend my knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree whether the following statements apply to your selection of courses.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I choose my courses based on the type and amount of assessment involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course choices are limited by timetable clashes between courses I want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose courses because I am interested in the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose courses because they fit into my study plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are the other things that are not listed here? Please specify

How much do you agree or disagree with the following statements about the academic advice you have received at UQ for your BA?

- ☐ My particular course and career planning concerns have been heard and understood
- ☐ The advice I have received has been helpful
- ☐ I have felt confident that the advice I have been given is accurate and unbiased
- ☐ Course advisors have generally helped me to be realistic about my employment prospects in the job market
- ☐ I found academic advisors to have a good knowledge of the breadth of courses, fields of study and career pathways relevant to the BA
- ☐ I found academic advisors to have a good understanding of the particular issues involved in planning a dual degree

Which assessment tasks have you experienced in your BA? Please select all that apply

- ☐ Essays
- ☐ Exams
- ☐ Group or team work
- ☐ Practical or creative exercises
- ☐ Oral presentations
- ☐ Tutorial discussion and debates
- ☐ Critical reading tasks
- ☐ Reviews
- ☐ Reports
- ☐ Critical analysis

Are there other things that are not listed here? Please specify.

***Are you planning to do Honours in the BA?**

- ☐ No
- ☐ Not sure
- ☐ I don't know what Honours is
- ☐ Yes

Taking Honours

You indicated that you are planning to do Honours. Please tell us about your decision

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I need Honours in order to be registered in my chosen profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to do postgraduate studies and need Honours as an entry qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will give me a competitive edge in the market place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will keep my options open	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to go into research after my degree and Honours gives me the opportunity to develop relevant skills and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through doing Honours I will make valuable industry contacts in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours improves my chances of getting a highly paid job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared with options at other universities, UQ is the best option for studying my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My field of interest is not available at other Brisbane universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Not Taking Honours

You indicated that you are not planning to do Honours. Please tell us about your decision.

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I don't think my grades will be good enough to get me into Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't believe an Honours qualification will assist me in my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't afford to study longer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think I would perform well in Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm planning to do other university study instead of Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be tired of studying by the time I finish my degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

is there another reason not listed? please specify

Transition to University of Queensland

Think about what the transition to UQ was like for you.

How did you find the transition to UQ?

- ☐ Very difficult
- ☐ Difficult
- ☐ Not too bad
- ☐ Easy
- ☐ Very easy

Some students suggest that the following are challenging aspects of the transition to UQ. Please select those that applied to you.

- ☐ Making new friends
- ☐ Adjusting to a different way of learning
- ☐ Adjusting to large classes (where you are anonymous and where it can be difficult to ask questions)
- ☐ Adjusting to the requirement for independent learning
- ☐ Feeling isolated/alone without a peer group or established relationships with lecturers
- ☐ Adjusting to the workload
- ☐ Adjusting to the pace of learning
- ☐ Maintaining motivation to study
- ☐ Feeling uncertain about what was expected academically
- ☐ Lacking necessary background knowledge in courses
- ☐ Lacking necessary prerequisite skills (eg. library skills, essay writing)
- ☐ Navigating around the campus and to the right classrooms
- ☐ Working out what courses to enrol in without a clear sense of where I wanted to go academically or professionally

How helpful were each of the following to you in your transition to UQ?

	Of no use	Of limited use	Helpful	Very helpful	Essential	Did not know it existed
UQ Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA Facebook site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved in student clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having student mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A home-room or common space in which to hang out and meet other students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A First Year advisor available to respond to a whole range of academic and administrative questions and refer you to relevant services and resources as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising prior to first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising during first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The small number of level 1 courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Societies, student clubs and other groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Outcomes from My BA

Do you intend to graduate from the BA at UQ?

- ☐ Yes
- ☐ No
- ☐ Uncertain

Please explain your choice of answer.

At this stage, what are you planning to do after you graduate?

Please describe how you think your BA might contribute to the development of your potential career or prepare you to undertake further studies.

Rate the extent to which you agree or disagree that your BA will contribute to your knowledge, skills and personal development in the following areas:

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Applying knowledge and skills to the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying knowledge and skills in creative and innovative ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and defining problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and managing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analysing extant literature on a subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arguing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out ethically and socially responsible research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicating research findings in a format suitable for peer-reviewed publication or public reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and defending research findings in a format suitable for conference presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Any final comments about the BA that you wish to make known to the BA Review team?

myBA Later Years Dual Degree Survey

This survey asks questions about your experiences in the dual degree including the Bachelor of Arts (BA) at The University of Queensland (UQ). We value your input and will be using the information you give us to shape the BA of the future

Is this your first degree? (i.e. you have not completed already a different Bachelors degree either at UQ or elsewhere)

☐ Yes

☐ No

Did you come to UQ straight from school, from another University, or from elsewhere?

☐ School

☐ Another University

☐ Elsewhere (e.g. gap year, work, family duties). Please specify.

What is the degree program you are completing in combination with the BA? (e.g. BE/BA; BMus/BA)

What do you think so far?

The next group of questions ask you about what your experience of the BA component of your program of study has been so far.

This survey focuses on the BA component of your degree. Please be careful to answer all the questions from the perspective of the majors you are completing that are part of the BA. If you are doing a Bachelor of Laws, for example, combined with Spanish, then this survey is only focusing on the Spanish component of your study.

What do you expect to learn from the BA component of your program?

Some students have said the following are strengths of the BA. To what extent do you agree or disagree that you also view these as strengths?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA allowed me to take time in my first year to decide what I really wanted to study as a major(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA allows me to study courses in a different areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA offers enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides an appropriate range of majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides me with enough room for electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides me with adequate opportunity for feeling part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provides a good generalist qualification which gives me lots of employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Some students have said the following are challenges of the BA. To what extent do you agree or disagree that you also view these as challenges?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA is too unstructured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA does not offer enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many majors to choose from in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am finding it difficult to choose and plan program of study in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative to my experience in High School, the BA provides little opportunity for feeling part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are the other things that are not listed here? Please specify

Some students have said the following would improve their experience in the BA. To what extent do you agree or disagree that you also view these as possible improvements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
More structure (e.g., some core courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A common first year that provides an introduction to a wide range of courses in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More guidance about selection of courses and majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearer links between the course and employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More opportunity for building links with other students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us any other ideas you have for improving the BA.

Why the BA?

Why are you currently enrolled in the BA as a component of a dual degree?

Have you seriously considered withdrawing from the BA component of your degree?

- ☐ No, I have not considered withdrawing
- ☐ Yes, to improve career prospects
- ☐ Yes, for financial reasons or to reduce study costs
- ☐ Yes, to obtain better quality education
- ☐ Yes, as my work commitments clash with my study
- ☐ Yes, as I want to pursue another area of study or career development
- ☐ Yes, for family or personal reasons
- ☐ Yes, as I was feeling unsupported academically
- ☐ Yes, as I was feeling socially isolated in the program
- ☐ Yes, as I do not feel sufficiently stimulated or challenged by the course content

Is there another reason not listed? Please specify.

***Have you chosen your majors yet?**

- ☐ Yes, I have chosen an extended major
- ☐ Yes, I have chosen both majors
- ☐ Yes, I have chosen one major, but not the other
- ☐ No, not yet

Majors

What possible majors are you currently considering?

How much did the following influence your choice of majors?

	Did not influence at all	Slightly influenced	Somewhat influenced	Moderately influenced	Strongly influenced
Quality of courses in the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job opportunities in the particular field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in the discipline area of the major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The major is an easy major to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends and family advised me to take this major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from academic advisors in the Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans for further future study in this area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need a major in this field for professional outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Where did you hear about your major? Please select all that apply.

- ☐ UQ courses and Programs Website
- ☐ QTAC Guide to Tertiary Courses
- ☐ Promotional material
- ☐ Academic Advisor
- ☐ Course Selection/ Curriculum Advice Day

Other (please specify)

No Majors Chosen

What is preventing you from choosing your majors?

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
I don't know what I want to do as a major yet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is not enough information about what majors are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know what a major is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm not planning on completing a major in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Course and Assessment Experience

Based on what you have experienced so far, or what you expect to experience, do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The introductory (level 1) courses in my major provided a good foundation for subsequent courses in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advanced (level 2) courses in my major (will) deepen my knowledge of the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capstone (level 3) courses in my major (will) consolidate and extend my knowledge of the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capstone (level 3) courses in my major (will) extend my critical thinking, analysis, and research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive constructive feedback on my assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback on my work in time to take it on board in preparation for the next assessment task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment criteria and assignment guidelines help me understand what I need to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the balance of weekly tasks and tutorial work during semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload associated with weekly tasks, tutorial work and major items of assessment is manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment tasks test and extend my knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree whether the following statements apply to your selection of courses.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I choose my courses based on the type and amount of assessment involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course choices are limited by timetable clashes between courses I want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose courses because I am interested in the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I choose courses because they fit into my study plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are the other things that are not listed here? Please specify

Please indicate whether you have experienced the following from course advisors located in Faculty offices or academics you encounter. Select as many as apply.

- ☐ My particular course and career planning concerns have been heard and understood
- ☐ The advice I have received has been helpful
- ☐ I have felt confident that the advice I have been given is accurate and unbiased
- ☐ Course advisors have generally helped me to be realistic about my employment prospects in the job market
- ☐ I found academic advisors to have a good knowledge of the breadth of courses, fields of study and career pathways relevant to the BA
- ☐ I found academic advisors to have a good understanding of the particular issues involved in planning a dual degree

Which assessment tasks have you experienced in your BA? Please select all that apply

- ☐ Essays
- ☐ Exams
- ☐ Group or team work
- ☐ Practical or creative exercises
- ☐ Oral presentations
- ☐ Tutorial discussion and debates
- ☐ Critical reading tasks
- ☐ Reviews
- ☐ Reports
- ☐ Critical analysis

Are there other things that are not listed here? Please specify.

***Are you planning to do Honours in the BA?**

- ☐ No
- ☐ Not sure
- ☐ I don't know what Honours is
- ☐ Yes

Taking Honours

You indicated that you are planning to do Honours. Please tell us about your decision

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I need Honours in order to be registered in my chosen profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to do postgraduate studies and need Honours as an entry qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will give me a competitive edge in the market place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will keep my options open	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to go into research after my degree and Honours gives me the opportunity to develop relevant skills and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through doing Honours I will make valuable industry contacts in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours improves my chances of getting a highly paid job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared with options at other universities, UQ is the best option for studying my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My field of interest is not available at other Brisbane universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Not Taking Honours

You indicated that you are not planning to do Honours. Please tell us about your decision.

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I don't think my grades will be good enough to get me into Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't believe an Honours qualification will assist me in my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't afford to study longer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dual degree limits my options for the BA Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to complete Honours in the other program component of my dual degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't think I would perform well in Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm planning to do other university study instead of Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be tired of studying by the time I finish my degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

is there another reason not listed? please specify

Transition to University of Queensland

Think about what the transition to UQ was like for you.

How did you find the transition to UQ?

- ☐ Very difficult
- ☐ Difficult
- ☐ Not too bad
- ☐ Easy
- ☐ Very easy

Some students suggest that the following are challenging aspects of the transition to UQ. Please select those that applied to you.

- ☐ Making new friends
- ☐ Adjusting to a different way of learning
- ☐ Adjusting to large classes (where you are anonymous and where it can be difficult to ask questions)
- ☐ Adjusting to the requirement for independent learning
- ☐ Feeling isolated/alone without a peer group or established relationships with lecturers
- ☐ Adjusting to the workload
- ☐ Adjusting to the pace of learning
- ☐ Maintaining motivation to study
- ☐ Feeling uncertain about what was expected academically
- ☐ Lacking necessary background knowledge in courses
- ☐ Lacking necessary prerequisite skills (eg. library skills, essay writing)
- ☐ Navigating around the campus and to the right classrooms
- ☐ Working out what courses to enrol in without a clear sense of where I wanted to go academically or professionally

How helpful were each of the following to you in your transition to UQ?

	Of no use	Of limited use	Helpful	Very helpful	Essential	Did not know it existed
UQ Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA Facebook site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved in student clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having student mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A home-room or common space in which to hang out and meet other students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A First Year BA advisor available to respond to a whole range of academic and administrative questions and refer you to relevant services and resources as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising prior to first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising during first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The small number of level 1 courses in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Societies, student clubs and other groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The first year activities made available in the other component of my dual degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Outcomes from My BA

Do you intend to graduate from the BA at UQ?

- ☐ Yes
- ☐ No
- ☐ Uncertain

Please explain your choice of answer.

At this stage, what are you planning to do after you graduate?

Please describe how you think your BA might contribute to the development of your potential career or prepare you to undertake further studies.

Rate the extent to which you agree or disagree that your BA will contribute to your knowledge, skills and personal development in the following areas:

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Applying knowledge and skills to the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying knowledge and skills in creative and innovative ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and defining problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and managing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analysing extant literature on a subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arguing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out ethically and socially responsible research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicating research findings in a format suitable for peer-reviewed publication or public reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and defending research findings in a format suitable for conference presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Any final comments about the BA that you wish to make known to the BA Review team?

myBA Honours Survey

This survey asks questions about your experiences in the Bachelor of Arts (BA) Honours at University of Queensland (UQ) up to this point. We value your input and will be using the information you give us to shape the BA Honours in the future.

How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
I need Honours in order to be registered in my chosen profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to do postgraduate studies and need Honours as an entry qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will give me a competitive edge in the market place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours will keep my options open	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to go into research after my degree and Honours gives me the opportunity to develop relevant skills and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through doing Honours I will make valuable industry contacts in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honours improves my chances of getting a highly paid job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared with options at other universities, UQ is the best option for studying my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My field of interest is not available at other Brisbane universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you expect to learn from your BA Honours?

So far, how satisfied are you with your experience of Honours?

- ☐ Very dissatisfied
- ☐ Dissatisfied
- ☐ Not sure
- ☐ Satisfied
- ☐ Very satisfied

Some students have said the following are strengths of the BA Honours. To what extent do you agree or disagree that you also view these as strengths?

	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
Supervisors are world-class researchers at a research-intensive university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A comprehensive range of fields of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific employment outcomes (e.g. industry accreditation, professional registration)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being part of a group of Honours students in the same field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An intensive period of research training that prepares me for future research higher degree study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having the opportunity to work for an extended period of time on a specific research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Some students have said the following are challenges of the BA Honours. To what extent do you agree or disagree that you also view these as challenges?

	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
Being isolated from other Honours students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being "thrown in the deep-end" without the level of practical or intellectual skills required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being sufficiently prepared for independent or self-directed research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having poor or inadequate supervision in conducting my research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling uncertain about what is expected of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The short duration of Honours and the amount of work that needs to be completed within this time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Some students have said the following would improve their experience of the BA Honours. To what extent do you agree or disagree that you also view these as possible improvements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Exposure to multiple researchers before deciding on a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional training in essential professional and academic skills (e.g. writing, critical analysis, library research, oral presentations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in the principles and practice of research before starting Honours, e.g. a short supervised research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An Introduction to Honours workshop for new Honours students to clarify what is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional course work to develop a greater breadth of specialised knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specialised Honours program designed to prepare graduates for a career in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specialised Honours program designed to prepare graduates for careers in specific industries (e.g. involving industry placements and links to graduate recruitment programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An extension of the Honours program to 2 years full-time to encompass greater specialisation and skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A BA with "on course" Honours that takes 4 years of full-time study and spaces the work currently done in the Honours year out over more than 1 year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us any other ideas you have for improving the BA Honours.

Did you complete a BA at UQ?

- ☐ Yes
- ☐ No

What did you think of your BA program?

The next group of questions ask you about your experience of the BA at UQ

Students have said the following are strengths of the BA. Rate the extent to which you agree or disagree with them

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA allowed me to take time in my first year to decide what I really wanted to study as a major(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA allowed me to study courses in different areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA offered enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provided an appropriate range of majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provided me with enough room for electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provided me with adequate opportunity for feeling part of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA provided a good generalist qualification which gave me lots of employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA prepared me for what I need to do in Honours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Students have said the following as are challenges of the Bachelor of Arts. Rate the extent to which you agree or disagree with them

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The BA was too unstructured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BA did not offer enough specific employment outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were too many majors to choose from in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it difficult to choose and plan my program of study in the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relative to my experience in High School, the BA provided little opportunity for feeling part of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are the other things that are not listed here? Please specify

Some students have said the following would improve their experience in the BA. Rate the extent to which you agree or disagree with them

	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
More structure (e.g., courses that build on knowledge and skills acquired in previous courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A common first year course that develops general skills and introduces students to the BA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More guidance about selection of courses and majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearer links between the majors and employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More opportunities for building links with other students in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Why did you enrol in the BA at UQ? To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Doing the BA at UQ was my first preference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enrolled in the BA because the BA was offered as a dual degree option with my preferred program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did the BA because I couldn't decide what other program would suit me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enrolled in the BA as a second choice because I didn't get into my first preference program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I chose the BA because it was the only program offered in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared with options at other universities, the BA at UQ provided the best option for studying my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UQ had a comparatively high OP entrance score for the BA, which implied it is a better program than other universities in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other things that are not listed here? Please specify.

Based on what you experienced in your BA, do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
The introductory (level 1) courses in my major provided a good foundation for subsequent courses in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advanced (level 2) courses in my major deepened my knowledge of the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capstone (level 3) courses in my major consolidated and extended my knowledge of the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The capstone (level 3) courses in my major extended my critical thinking, analysis, and research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received constructive feedback on my assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received feedback on my work in time to take it on board in preparation for the next assessment task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment criteria and assignment guidelines helped me understand what I need to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the balance of weekly tasks and tutorial work during semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload associated with weekly tasks, tutorial work and major items of assessment was manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment tasks tested and extended my knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate whether you have experienced the following from course advisors located in Faculty offices or academics you encounter. Select as many as apply.

- ☐ My particular course and career planning concerns have been heard and understood
- ☐ The advice I have received has been helpful
- ☐ I have felt confident that the advice I have been given is accurate and unbiased
- ☐ Course advisors have generally helped me to be realistic about my employment prospects in the job market
- ☐ I found academic advisors to have a good knowledge of the breadth of courses, fields of study and career pathways relevant to the BA
- ☐ I found academic advisors to have a good understanding of the particular issues involved in planning a dual degree

Are there other things that are not listed here? Please specify.

Which assessment tasks did you experience in your BA? Please select all that apply.

- ☐ Essays
- ☐ Exams
- ☐ Group or team work
- ☐ Practical or creative exercises
- ☐ Oral presentations
- ☐ Tutorial discussion and debates
- ☐ Critical reading tasks
- ☐ Reviews
- ☐ Reports
- ☐ Critical analysis

Are there other things that are not listed here? Please specify.

Outcomes from My BA Honours

What are you planning to do after your BA Honours?

Please describe how you think your BA Honours might contribute to the development of your potential career or prepare you to undertake further studies.

Rate the extent to which you agree that your BA Honours will contribute to your knowledge, skills and personal development in the following areas:

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Applying knowledge and skills to the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying knowledge and skills in creative and innovative ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and defining problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and managing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically analysing extant literature on a subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arguing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out ethically and socially responsible research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicating research findings in a format suitable for peer-reviewed publication or public reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining and defending research findings in a format suitable for conference presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Any final comments about the BA that you wish to make known to the BA Review team?